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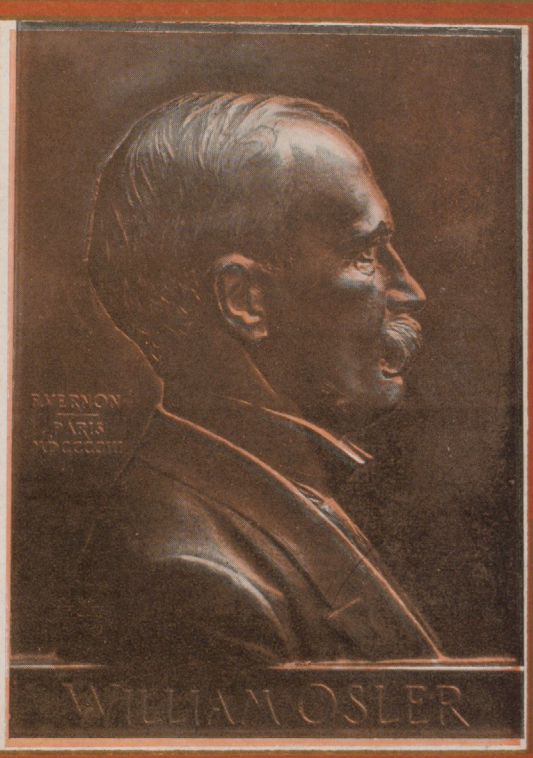

Ian McKenzie's designation [illegible]
in his letter of regret; presented to the
Osler Library in 1953 by W. L. Holman, '07,
who was secretary of the McGill Medical Dinner
at which W. O. was guest of honor, 14 Apr., 1905,
the day he gave this, perhaps the greatest of
his addresses. A copy of the menu is in the
files.

11

~~Osler 2~~

W G. 7.

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7646

. . McGILL . .

MEDICAL DINNER

WINDSOR HOTEL

MONTREAL

FRIDAY, APRIL 14TH, 1905

"This night I hold an old accustom'd feast,
Whereto I have invited many a guest,
Such as I love; and you among the score,
One more, most welcome, makes my number more."

"'Tis now upon the point of dinner time."

[illegible] McKenzie's [illegible]
in his letter of regret; presented to the
Osler Library in 1953 by W. L. Holman, '07,
who was secretary of the McGill Medical Dinner
at which W. O. was guest of honor, 14 Apr., 1905,
the day he gave this, perhaps the greatest of
his addresses. A copy of the menu is in the
files.

11

Oster 2
W G. 7.

Menu

"Room! Make way! Hunger commands! My valour must obey."

Canapé Norwégien Celery Olives Radishes
Salted Almonds

Chicken with Fresh Okra

Boiled British Columbia Salmon, Hollandaise
Cucumbers Potatoes Naturel

Bouchées Toulouzaine

Larded Beef Tenderloin, Marceau
French Peas Spinach with Egg

New Spring Lamb, Mint Sauce
Bermuda Potatoes, Browned

BENEDICTINE PUNCH

Broiled Quail on Toast, au Cresson

Panachée Salad

Wine Cream Tartlet Assorted Petits Fours

Nesselrode Ice Cream

CHEESE CRACKERS FRUITS COFFEE

"Serenely full, the epicure would say,
Fate cannot harm me,—I have dined to-day."

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Toasts

"Thence to the Famous Orators repair."

The King

Our Guest

The PRESIDENT — WM. OSLER, M. D., F. R. S.

"The great possession of any University is its great names."

Old McGill

A. CUMMING, B. A., '05 — Prof. MOYSE

"More is thy due, than all can pay."

The Faculty

J. J. HEALEY, '07 — DEAN RODDICK

"Gentlemen of the Faculty;—*Noblesse oblige.*"

Sister Universities

A. B. CHANDLER, B. A., '06 — Repres.

"As comrades of a scattered band
At war against disease and death,
We meet to grasp the friendly hand
And reaffirm our common faith."

TORONTO
QUEENS
BISHOPS
LAVAL

Class '05

W. W. CHIPMAN, B. A., M. D., — J. D. McLEAN, '05

"I could have the heart to spare you,
Poor, careworn, survivors of a hard struggle,
'So lean and pale and leaden-eye' with study."

The Freshmen

T. R. B. NELLES, B. A., '05 — W. C. ROCHELEAU, '08

"How green you are and fresh in this old world."

"Fare thee well: the elements be kind to thee."

Obit 1
Holman
1953

[illegible] in his letter of regret; presented to the Osler Library in 1953 by W. L. Holman, '07, who was secretary of the McGill Medical Dinner at which W. O. was guest of honor, 14 Apr., 1905, the day he gave this, perhaps the greatest of his addresses. A copy of the menu is in the files.

a slow cure dinner
Nov. 1953 pro tem

President
A. R. SAWYER, '05

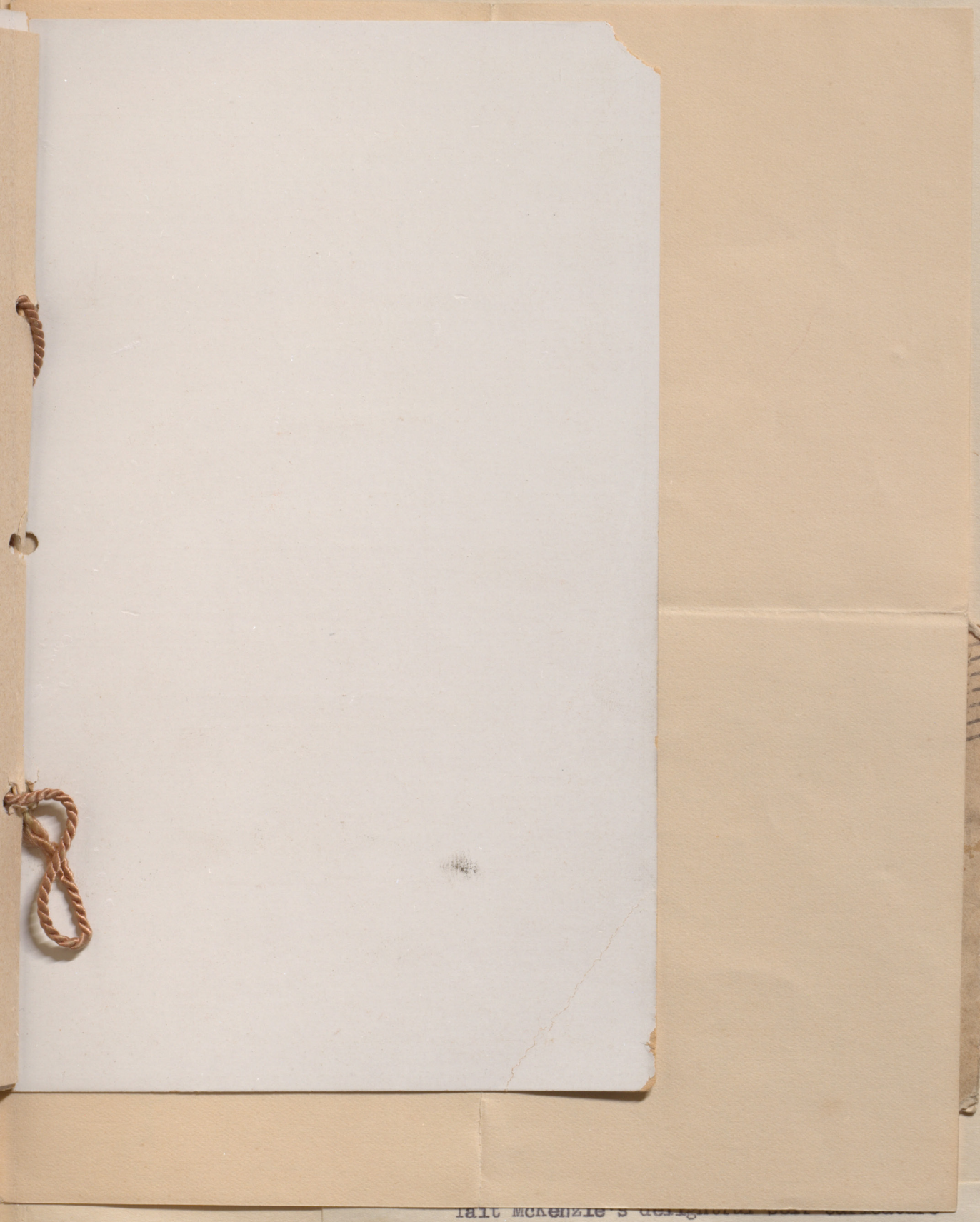
Secretary
W. L. HOLMAN, B. A., '07

Treasurer
E. G. HENRY, B. A., '05

Faculty Representatives
J. G. McCARTHY, M. D.
J. W. SCANE, M. D.

Committee
Chairman—J. A. SULLIVAN, '05
J. F. HACKETT, B. A., '06
C. A. KINLOCH, '06
W. G. MacLACHLIN, '07
G. SHANKS, B. A., '08
L. A. SOLEY, '08

PRINTED BY
THE CANADA ENGRAVING & LITHO. CO., LTD. MONTREAL.



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a also copy dinner
Nov. 1953 pro tem

11

Osler 2
W.G. 7.

"THE HIGHEST SEAT WILL NOT ADMIT OF TWO."

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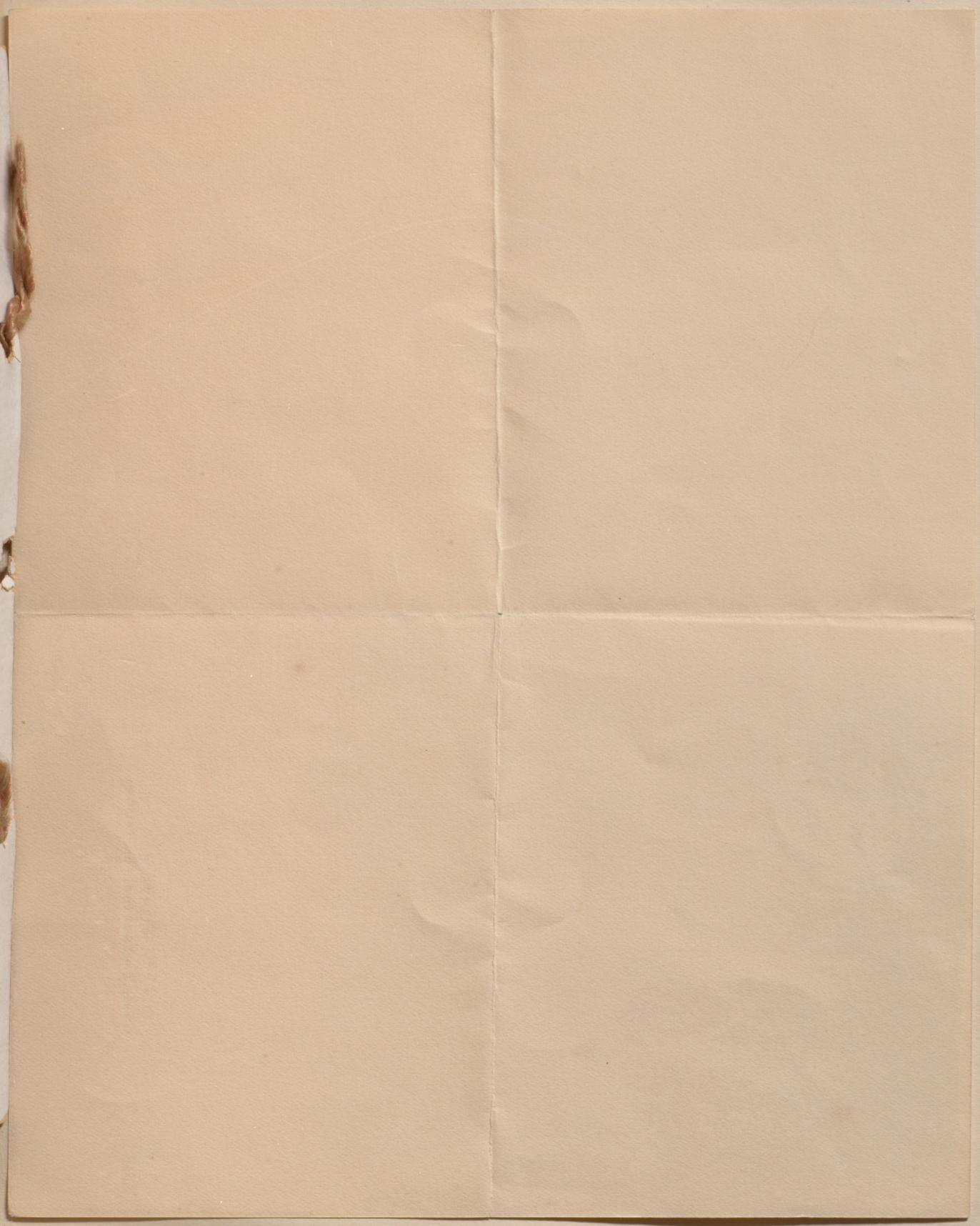

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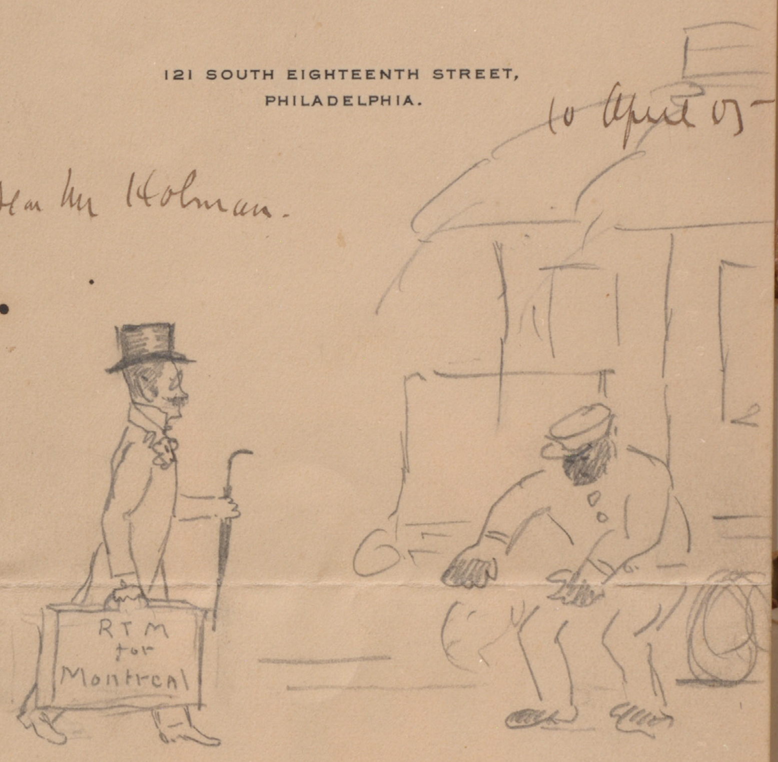
~~Exhibited in McGill exhibit [illegible]~~, 1953
restored to envelope in # 7646 after
that exhibition

121 SOUTH EIGHTEENTH STREET,
PHILADELPHIA.

10 April 05

Dear Mr Holman.



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Yours R Tait McKenzie

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DR. WILLIAM LUDLOW HOLMAN died from multiple myeloma, on June 22nd, 1953. Mercifully the final stage was not prolonged. Dr. Holman was born in Summerside, P.E.I. in 1879. In 1903 he graduated B.A. from McGill University and in 1907 obtained the M.D.C.M. He was intern in the Royal Victoria Hospital for the following year and assistant in the department of Pathology and Bacteriology in McGill 1908-09. From September 1909 to May 1910 he was a voluntary research student under Dr. Welch in Johns Hopkins Hospital and was in Breslau until November 1910 studying under Pfeiffer. On his return he joined the Medical Faculty of the University of Pittsburg where he passed the grades from instructor to professor. The next three years were spent in Leland Stanford where he again attained the rank of professor. He went back to Johns Hopkins in 1923 as Associate Professor and in 1924 came to Toronto as Associate Professor of Bacteriology. In 1928 he became Professor and so continued until his retirement five years ago.

H7646

In World War I, Dr. Holman served as a Bacteriologist in Ris Orangis and Paris 1916-17. In his active years he contributed many valuable studies to scientific journals. He was an inspiring and painstaking teacher. He was a member of many scientific societies and a Fellow of the American College of Physicians and the American Association for the Advancement of Science.

Dr. Holman was a man of wide culture and belonged to The Arts and Letters Club. He was long a member of The Medical Historical Club of Toronto and communicated notable studies to its archives. He was a friendly soul and held in affection as well as esteem by his colleagues.

His widow, and one son, survive him.

C. M. A. J., 69: 179, Aug. 1953.

DR. J. W. HUTCHISON, aged 71, founder of the department of urology at Royal Victoria Hospital, Montreal, died in Ottawa after a lengthy illness. Dr. Hutchison was a pioneer in the field of urology and for many years a prominent surgeon at Ottawa's Civic Hospital. A son of Dr. John A. Hutchison, for many years medical health officer of Westmount, Que., he was educated at Montreal High School and McGill University. He served on the staff of Royal Victoria Hospital and McGill University until 1915 when he enlisted and served overseas with the Canadian army. Dr. Hutchison moved to Ottawa from Montreal in 1919, serving on the staff of various hospitals until he joined the Civic Hospital in 1924. He was a charter Fellow of the American College of Surgeons and a member of the Canadian and American Urological Associations. He is survived by his widow.

obit of Holman 1953

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Causalgia is a painful disorder which develops following nerve injury, in which the patient usually complains of burning pain. It is associated also with profound trophic changes, which are believed to result from alterations in blood flow, which in turn are secondary to pain. It appears probable that the pathologic mechanism is a transfer or shunt of impulses at the site of injury within the nerve. It can be relieved temporarily by procaine injection of the sympathetic chain and permanently by surgical removal of the appropriate portion of the sympathetic chain. Relief also follows when the nerve injury is of such degree that surgical excision of the

practitioner in Sutton for more than half a century. The first Dr. Thompson, his father, opened his practice in 1856. His son, after studying at McGill University and in London, England, joined his father before the turn of the century. Dr. Stewart Noble took complete charge of the practice and permitted his father's retirement on his return from the Second World War. Dr. Noble, an ardent sportman was active until close to his death and took part in a fox hunt only a week ago. He leaves his widow, six daughters and two sons.

DR. ALBERT SNYDER, died in Verdun General Hospital, Verdun, Que., on May 30 after a month's illness. He was 75. Born in Iroquois, Ont., he received his early education at Coaticook, Que., and began practicing medicine at Lake Megantic in 1901. He then moved to Saskatchewan and Alberta before coming to Montreal in 1914. The following year he moved to Verdun and carried on a practice there until a short time ago. Surviving are his widow, two daughters and one son.

DR. CECIL ELLWOOD SPENCE, aged 71, of Fort William, Ont., who had been practising in Lakehead hospitals and homes since 1908, died on June 10 from a heart attack. Dr. Spence was born in 1881, at Niagara Falls. He was educated and served an apprenticeship in pharmacy there, and in 1905 graduated in medicine from the University of Toronto. He interned in the Toronto General Hospital, spent some time at New Liskeard, Ont., and came to Port Arthur in 1908. He later settled in Fort William. Surviving are four sons: Drs. Peter McKellar and J. B. Spence, F.R.C.S., in Fort

obit 1.
← Holman
1953

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in show case dinner
Nov. 1953 pro. tem.

Material for, and most of a late draft of

The Student Life. A Farewell Address to Canadian and American Medical Students

Oxford [1905]. H. Hart. Hf. 32, F°

also published in several medical journals.

It is not easy to cultivate this fraternal attitude- the chasm between the chair and the bench is difficult to bridge. Two things have helped to put up a cantilever across the gulf. The successful teacher is no longer on a ~~pedestal~~ height ~~pouring out~~ pumping knowledge at high pressure into passive receptacles. The new methods have changed all this. He is no longer Sir Oracle, perhaps unconsciously by his very manner antagonizing minds to whose level he cannot possibly descend, but he is himself a ~~teacher~~ student and in the practical familiar [illegible] of the laboratory the student may himself do much help in the teaching. When a simple ernest spirit animates both a college there is no appreciable interval between [illegible] in the junior class, until he can approach all lifes problems from the common standpoint. I care not in what subject he may work, the full knowledge cannot be reached without drawing supplies from lands other than his own - French, English, German American, Japanese, Russian, Italian - there must be no disconnection by the loyal student, who should willingly draw his supplies from any and every source with an open mind, and a stern resolve to render unto all their dues. I care not on what stream of knowledge he may embark, follow up its course and the rivulets that feed it flow from many lands. To keep in touch with scholars in other countries is a vital necessity if the work is to be effective. How often has it happened that years of precious time have been given to a problem already solved or shown to be insoluble, because of the ignorance of what had been done elsewhere. And it is not only book knowledge a journal knowledge, that we need. The student will if possible see the men in other lands. Travel not only widens his vision and gives certainties in place of vague surmises, but the personal contact with foreign students enables him to appreciate better the failings or successes in his own line of work, perhaps to look with more charitable eyes on the work of some brother, whose limitations & opportunities have been more restricted than his own. Or he may come in contact with a master-mind & take fire at the glow of enthusiasm may [illegible] inspiration of his life. Concentration must then be associated with wide large views of the relation of the problem, and a knowledge of its status elsewhere, otherwise it may land him in the slough of a specialism so narrow that it has depth & no breadth, or he may be led to what he believe to be discoveries, but which have been long already current coin in other lands. It is sad to think that the day of the great polymath students is at an end - that we may perhaps never again see a Scaliger, a Haller, a Humboldt, men who could take the whole field of knowledge for their domain, and view it from a pinacle. A great specializing generalist may yet arise, who can tell; some 20th century aristotle may be now tugging at his bottle, as little dreaming as are his parents or his friends of the conquest of the mind, beside which the wonderful victories of the Stagirite will look pale

It is not easy to cultivate this fraternal attitude - the chasm between the chair and the bench is difficult to bridge. Two things have helped to put up a cantilever across the gulf. The successful teacher is no longer on a ~~pedestal pouring~~ height ~~out~~ ~~or~~ pumping knowledge at high pressure into passive receptacles. The new methods have changed all this. He is no longer Sir Oracle, perhaps unconsciously by his very manner antagonizing minds to whose level he cannot possibly descend, but he is himself a ~~teacher~~ student and in the practical familiar ~~&~~ cruder of the laboratory the student ~~may~~ himself ~~do much~~ help us ~~of~~ the teaching When a simple ~~&~~ earnest spirit animates ~~both~~ a college there is no ~~separable~~ appreciable interval between the teacher & the ~~taught~~ student - both are in the same class, only the ~~one a little more advanced than the other~~ in this ~~&~~ spirit ~~unites~~ a student feels that he has become member of a family whose honor is his honor & whose welfare is ours and whose interest ~~are~~ should be his first consideration. ~~It seems curious that Here~~ ever should have grown up a misunderstanding of this the true college spirit. That it ~~has~~ does not ~~always~~ everywhere ~~&~~ exist in this country is witnessed by the scenes which ~~have~~ students permit at convocation. No man with any sense of the true dignity of the student life would permit a solemn graduating festival to be interrupted by rowdyism, and the scurrilous remarks of a fourth class Vaudeville show. For this disgraceful practice there no shadow of ~~&~~ excuse. The time has long gone by for when the Terrae filius ~~could~~ to make sport at commencement, and this senseless interruption of a function in which the students themselves

I dare say you have read about Mr Burbank's marvellous work in California in the production of new forms of fruit, and how thousands and thousands of varieties have to be discarded before a successful permanent one is secured. So it is in the mental life - thousands pass through college before one productive mind is evolved.

In the student hive there are ~~as with the bees~~ drones workers & queen bees, and while the workers are the most numerous & most useful ~~&~~ class, the ~~&~~ comparatively few ~~productive~~, really generative students bear about the same relation as the queen ~~bee~~ to the other bees and it really ~~take~~ takes equal pains to ~~as much pains~~ in the production in both cases, only the bees as a rule are more successful

The value of a great student ~~to a community~~ is equal to half a dozen grain elevators or a new trans-continental Railway. And yet he is a commodity not to be grown to order & singularly fickle & variable. So far as his advent is concerned, there is no telling when or where he may arise. The conditions seem to be present everywhere, even under the most unlikely & normals. Who could have supposed that the greatest Geologist of this country has produced could have come out of Picton? It is hard ~~to predict~~ to predict from a study of the ~~environment~~ surroundings which a strong propensity of nature, to quote Mullins phrase again, will easily be thwarted or break. A college is a sort of model nursery in which the special tendencies of the child may be fostered & developed. In every class there are two or three with encouraging men who have in them the possibility of growth into students of the first rank.

3 are the most important participants, should be abolished for ever by their own action.

Perhaps the hardest conviction to get into the mind of the beginner is that the education upon which he is engaged, is not a life ends only with death. Not a college course but a medical course, but a life course ending only with death. The training of the few years under teachers is but the preparation for the race, whether you will falter & fail by the way or whether you will be faithful to the end depends very much on the start you make. Many Psychically you may die in training from lack of proper food worse than that you may be still-born or more correctly speaking mentally to start with, but too many of you will perish of starvation commit mental suicide after parting from your trainers, giving up all thoughts of an Education before the first mile stone is passed, within a year of leaving college.

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~~The he have~~

The student must be allowed full freedom in his work – undisturbed by the Utilitarian spirit of the Philistine who cries cui bono and distrusts pure science. ~~These are the men who have made~~ Our present remarkable position has been made possible by ~~the~~ men who did ~~done the~~ pioneer work in chemistry in physics in biology & in physiology, without a thought of ~~any~~ practical application in their ~~work~~ researches. ~~For~~ This higher group of productive men are rarely understood by the common spirits, ~~what~~ who appreciate as little their unselfish devotion as their unworldly neglect of the practical side of the problems

---

of knowledge over head, the strong man in the pride of life, the woman with the benediction of maternity on her brow, & the aged, peaceful in the contemplation of the past. – Almost everything has ~~changed~~ been renewed in the science and in the art of medicine, but all through the long centuries there has been no variableness or shadow of change in ~~their~~ the ~~as~~ essential features, of ~~which of the~~ the life, which is our contemplation and our care. The sick love child of Israel's sweet singer, the plague stricken hopes of the great Athenian statesman, ~~the~~ ~~Artemidora~~ Elpenor bereft of his beloved Artemidora & Tully's daughter mourned so tenderly are not of any age or any race – they are here with us to day, with the Hamlets

the Ophelias, and the Lears. Amid this eternal heritage of sorrow and suffering our work is laid The burden ~~of it~~ would be insupportable if the daily tragedies were not relieved by the spectacle of heroism and devotion ~~which~~ displayed by the actors. Nothing will sustain you more potently than a fervent ~~knowledge that~~ to recognize in your home-drum routine, as perhaps it may be thought, the true poetry of life - the ~~of~~ poetry of the common-place, of the ordinary man of the plain toil-worn ~~the~~ woman. ~~The~~ a comedy too of life ~~is~~ are will be spread before you, & no-body ~~should~~ laughs more often than the doctor at the pranks Puck plays upon the Titanias, and the Bottoms among ments. The humorous side ~~of life~~ is really

Everywhere now the medical student is welcomed as an honored member of the Guild. There was a time I confess, and it was within the memory of some of us, when he was given like Falstaff to "taverns & sack & wine and Methegline, and to drinkings & swearings and starings, pribbles & prabbles", but all that has changed with the "footing dinner" and the curriculum, and they the 'Meds' now wear gown as gaily as the 'Theologs'.

What I have said upon the general ~~life~~ mental attitude of the student, applies with ten-fold force to you on account of the peculiar character of the subject matter of your studies - man, with all his mental & bodily anomalies & diseases - the machine in order, the machine in disorder, & the business of how to put it to rights. ~~In the three fold~~ Through all the phases of its career this most complicated mechanism of this wonderful world will be the subject of your study & of your care - the naked new-born infant, wailing the artless child, the lad & the lassie ~~conscious~~ just aware of the tree of knowledge over head, the strong man in the pride of life, the woman with the benediction of maternity in her brow, & the aged, peaceful in the contemplation of the past. - Almost everything has been renewed. changed in the science and in the art of medicine, but all through the long centuries there has been no variableness or shadow of change in ~~the~~ the essential features of the life which is our contemplation and our care. The sick love child of Israels sweet singer, the stricken plague hopes of the great Athenian statesman, ~~Xanthippus~~ Pericles bereft of his beloved Artemisia & Tully's daughter mourned so tenderly are not of any age or any race - they are here with us to day, with the Hamlets

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(P.T.O.)

the in this matter of the time at which the best work can be done. Outside of the Asylums there are also the two great ~~groups~~ types, the Student-Lark who loves to see the sun rise who come to breakfast with a ~~shining happy~~ cheerful morning face and in hilarious spirits ~~George Eliot describes them in~~

Two hours work & half an hours exercise before breakfast, — never so 'fit' as at 6 a.m. We all know the type. ~~No description is needed~~ What a contrast to of the Student-Owl with his saturnine morning face, thoroughly unhappy cheated by the wretched breakfast bell of the two best hours of the day for sleep, no appetite & permeated with an unspeakable hostility

Expresses the mental attitude & the physical
Expression of many a doctor as he goes his
daily rounds -

verse here -

to his vis à vis whose morning garrulity and good humor are equally offensive. Only gradually as the day wears on & his temperature reaches 98.2° does he become endurable to himself and to others. But see him really awake at 10. pm! While the plethoric lark is in hopeless coma over his books ~~the lean~~ from which it is hard to rouse him sufficiently to get his boots off for bed our lean owl-friend, Saturn no longer in the ascendant, with bright eyes & cheery face is ready for four hours of anything you like — deep study or

"Heart affluence in discursive talk."

and by two am he ~~is ready~~ will undertake to unsphere the

This bit with next page to + + goes at end of 14

A word or two on method in study, though it is not an easy matter ~~to give advice~~ to discuss for the very good reason that there is no one method suitable ~~for~~ to all ~~alike~~. Who will venture to settle upon so simple a question as the best time for work. One will tell us there is no best time all are equally good — and truly all times are the same to a man whose soul is absorbed in some great problem. I asked Edward Martin the well known story writer, the other day what time he found best for work — "~~Work~~ In the evening, and never between meals!" was his answer, which may appeal to some of my hearers. One works best at night another in the morning; a majority of the ~~great~~ students of the past favor the latter. Erasmus, the great exemplar, says "never work at night; it dulls the brain & hurts the health". I remember one day going with George Ross through Bedlam, ~~with George~~ that Dr Savage, at that time the Physician in charge, ~~and he~~ remarked upon the two great groups of cases — those who were depressed in the morning & those who were cheerful, and he suggested that the spirits rose & fell with the bodily temperature — those with very low morning temperatures were depressed & vice versa. This I believe expresses a ~~great~~ truth which may explain the extraordinary difference in the habits of students in this matter of the time at which the best work can be done. Outside of the Asylums there are also the two great ~~groups~~ types, the Student-Lark who loves to see the sun rise who come to breakfast with a ~~shining happy~~ cheerful morning face and in hilarious spirits ~~George Eliot describes them in~~

Two hours work & half an hour's exercise before breakfast, — never so 'fit' as at 6 am. We all know the type. ~~No description is needed~~ What a contrast to the Student-Owl with his saturnine morning face, thoroughly unhappy cheated by the wretched breakfast bell of the two best hours of the day for sleep, no appetite & permeated with an unspeakable hostility

Expresses the mental attitude & the physical
Expression of many a doctor as he goes his
daily rounds -

verse here -

to his vis à vis whose morning garrulity and good humour are equally offensive. Only gradually as the day wears on & his temperature reaches 98.2° does he become endurable to himself and to others. But see him really awake at 10. pm! While the plethoric lark is in hopeless coma over his books ~~the~~ from ~~lean~~ which ~~it~~ is hard to rouse him sufficiently to get his boots off for bed our lean owl-friend, Saturn no longer in the ascendant, with bright eyes & cheery face is ready for four hours of anything you like – deep study or

"Heart affluence in discursive talk."

and by two am he is will undertake ~~ready~~ to unsphere the Spirit of Plato

In neither a virtue, in neither a fault we must recognize these two types of students differently constituted and largely owing perhaps ~~[illegible]~~ – though I have but little evidence for the belief – to thermal peculiarities

++ ~~Whether you work early or late~~ Divide your attentions equally between books & men. The strength of the student of books is to sit still – two to three hours at a stretch eating the heart out of a subject with pencil & note book in hand, determined to master the details and intricacies, focusing all your energies on the difficulties. Get accustomed ~~early~~ to test all sorts of book problems + statements for yourself, and take as little as possible on trust. The ~~do not~~ Hunterian 'Do not think but try' attitude of mind is the important one to cultivate. The question came up one day, when discussing the

seem too bad that

~~thoroughly~~ ~~by the~~ in his 18th year sufficiently grounded in the humanities and in the sciences preliminary to medicine; but this is a subject upon which only a Milton or a Locke could dis~~cuss~~course with profit. With pertinacity you can overcome the preliminary defects, and once thoroughly interested the ~~study~~ work ~~in~~ books becomes a pastime. he strength of a student of men is + ~~move about, and this is~~ ~~of equal importance~~ ~~to the [illegible] study~~ of ~~Men~~, their habits character, mode of life behaviour under varied conditions, vices, virtues & peculiarities. Start with a careful ~~Study~~ your fellow students and of your teachers, then every patient you see is a lesson in much more than the malady with which he suffers. Mix as much as you possibly can with the outside world

p 14

34 10

and learn its ways. One of the drawbacks in the student life is ~~seclusion~~ the self-consciousness, ~~that~~ ~~is~~ bred of too close devotion to books. A man gets shy, dysopic, as old Timothy Bright calls it, & shuns the looks of men, and blushes like a girl. ~~It should be your~~ The student societies, the Students Union, the Gymnasium, and the outside social circle should be cultivated systematically to enable you to conquer this failing, which will prove a very serious drawback ~~to you~~ in after life. (over) It is not easy ~~for every one to~~ to reach a happy medium, and the ~~line~~ ~~boundary~~ distinction between a proper self ~~assurance~~ confidence and "cheek" ~~is also~~ particularly in junior students is not always to be made. ~~It~~ The latter is met with in the student-pilgrims who have gone astray as they have down the delectable mountains, &

The diffidence which goes with bookishness, +

8 3 9

grooves left on the nails after fever, how long it took for the nail to grow out, from root to edge. A majority of the class ~~took~~ had no further interest, a few looked it up in books, two men marked their nails at the root with nitrate of silver and a few months later had positive knowledge on the subject. They ~~were~~ showed the proper spirit, and it was a good lesson, to begin with such a ~~small~~ trifling study. ~~All~~ The little points that come up in your reading try to test for yourselves. One fundamental difficulty with ~~with~~ which many of you will have to contend from the outset ~~is~~ ~~the~~ a lack of proper preparation for really hard study. ~~No~~ One can have watched successive groups of young men pass through the special schools without a feeling of profound sympathy for the haphazard, fragmentary character of their preliminary Education. It does seem too bad that we cannot have a students ~~thoroughly~~ ~~by the~~ in his 18th year sufficiently grounded in the humanities and in the sciences preliminary to medicine; but this is a subject upon which only a Milton or a Locke could ~~discuss~~ course with profit. With pertinacity you can overcome the preliminary defects, and once thoroughly interested the ~~study~~ work ~~in~~ books becomes a pastime. The strength of a student of men is + ~~more about, and they is~~ ~~to the study~~ ~~of equal importance~~ ~~to the study~~ ~~of Men~~, their habits character, mode of life behaviour under varied conditions, vices, virtues & peculiarities. Start with a careful Study your fellow students and of your teachers; then every patient you see is a lesson in much more than the malady with which he suffers. Mix as much as you possibly can with the outside world

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13

~~An ~~That~~ important effect of your relationship with many people, ~~both~~ of all sorts & conditions sick & well, rich & poor, kind & cross ~~may~~ should be a philosophic outlook on life.~~

I wish we could encourage on this continent the habit of wandering among our best students. I do not know that we are quite prepared for it as there is still great diversity in the curricula, even among the leading schools, but it is undoubtedly a great advantage to study under different ~~men~~ teachers as the mental horizon is widened and the sympathies enlarged. ~~By~~ The practice would do much to lessen that narrow "I am of Paul & I am of Apollos" spirit which is hostile to the best interests of the profession

whether he takes a prolonged trip abroad or whether settles down in practice with a father or a friend, these five waiting years settle his fate so far as ~~the~~ student life is concerned. Without any strong natural propensity to study he may feel such a relief after graduation that the effort to take to books is beyond his mental strength, and ~~an~~ ~~occasional~~ a weekly journal and an occasional text book furnish pabulum enough at least to keep his mind ~~alive~~ hybernating. But ten years ~~after~~ later he is dead ~~professionally~~ mentally, past any ~~one~~ possible hope of galvanizing into life as a student, fit to do a routine practice, often a capable resourceful man, but ~~he~~ without any deep convictions ~~interest in his work or the~~ and probably more interested in stocks or in horses than in diagnosis or therapeutics ~~welfare of the profession by which he lives~~. ~~But~~ this is not always the fate of the student who finishes his work on Commencement day. ~~I have known~~ There are men full of zeal ~~for the profession~~ in practice and who give good service to their fellow creatures who ~~are without~~ have not the capacity

I cannot too earnestly impress upon the more
earnest and attentive men amongst you the necessity
of overcoming this unfortunate failing in your
student-days. ~~Many a good~~ Read Burton or old
~~this point~~ the Scholars friend on this point

or the Energy to Keep up with the times. while they have lost interest
in science, they are loyal members of the profession and
appreciate ~~their~~ responsibilities as such. That fateful first lustrum
ruins some four ~~very~~ most likely material. Nothing is more
trying to the soldier than inaction, while the battle is raging ~~[illegible]~~
all about him, ~~and~~ to mark time, & waiting for practice is a
serious strain ~~[illegible]~~ under which many yield. In the cities it is
not so hard to keep up – there is work in the dispensaries
and colleges, & the stimulus of the medical societies, but in
smaller towns and in the country it takes a strong
man to ~~live~~ through the ~~[illegible]~~ years of waiting without
some ~~[illegible]~~ deterioration. I wish the custom
of taking junior men as partners and assistants
would grow in this continent. It has become almost a
necessity ~~almost~~ and and no ~~large~~ man in large
general practice can do his work efficiently without
~~the and~~ skilled help. How incalculably better for the doctor in every way ~~to you~~ if
how beneficent for their patients, how helpful

By each one of you

The student life may be lived ~~[illegible]~~ in its
fulness & in its joy while the days of probation remain ~~you are yet at College~~. ~~are~~ but
the difficulty arises in the break which follows departure
from college and the ~~entrance~~ upon new duties. Much
will now depend on the attitude of mind which has been
developed ~~fostered~~. If the work has been for your degree, if the
diploma has been its sole aim and object, you will
rejoice in a freedom from exacting and possibly unpleasant
studies, and with your books you will throw away
all thoughts of further systematic work. On the other
hand ~~you may have acquired~~ with good habits of observation
you may ~~and~~ have got deep enough into ~~your~~ the subject to feel that
there is still much to be learned, and if you have had
~~the~~ ground into you the lesson that the collegiate ~~education~~
period is only the beginning of the student life there
is ~~may be some~~ a hope that you may ~~make the most of~~
~~you really~~ enter upon the ~~really~~ useful career of the student practitioner. Five years
at least of trial await the man ~~student~~ after parting from
his teachers, and entering upon an independent
course, years ~~upon~~ which his future ~~depends~~, and
from which his horoscope may be cast with certainty.
It is all the same whether he settles in a country
village, or goes in with hospital & laboratory work,
or whether he takes a prolonged trip abroad or whether
settles down in practice with a father or a friend,
these five waiting years settle his fate so far as
~~the~~ student life is concerned. Without any strong natural
propensity to study he may feel such a relief after graduation
that the effort to take to books is beyond his mental
strength, and ~~an~~ ~~occasional~~ a weekly journal with
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~~[illegible]~~ later he is dead mentally ~~professionally~~, past any ~~[illegible]~~ possible hope
of galvanizing into life as a student, fit to do a routine
practice, often a capable resourceful man, but ~~[illegible]~~
~~interest in his work the~~ without any deep convictions
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not always the ~~fate~~ of the student who finishes his
work on Commencement day. ~~I have known~~ There are men full
of zeal ~~for the profession~~ in practice and who give good service to
their fellow creatures who ~~are~~ have ~~without~~ not the capacity

I cannot too earnestly impress upon the more
earnest and attentive men amongst you the necessity
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or the energy to keep up with the times. While they have lost interest in science, they are loyal members of the profession and appreciate their responsibilities as such. That fateful first lustrum runs some four risky must likely material. Nothing is more trying to the soldier than inaction; while the battle is raging all about him, and to mark time, & waiting for practice is a serious strain under which many yield. In the cities it is not so hard to keep up — there is work in the dispensaries and colleges, & the stimulus of the medical societies, but in smaller towns and in the country it takes a strong man to live through the 5 years awaiting without some definite determination. I wish the custom of plating juniors men as partners and assistants would grow in this continent. It has become a necessity almost and and no busy man in busy general practice can do his work efficiently without the aid and skilled help. How incalculably better for the doctor, how beneficial for their patients how helpful in every way of each one of us for the first five or ten years was associated with a senior practitioner, during his night work, & his laboratory work, his chores, all work. If this the obstacles of the early years that kill and You would in this way escape the killing isolation of the early years, and amid congenial surroundings you might develop into that flower your calling — the cultivated general practitioner. Have no higher ambition & in time May this be the desire of a large majority of you. cannot reach any higher position in a community; The family doctor is the man behind the scenes who does the work and who should get the credit. That his life is hard & exacting, that he is underpaid, that he is overworked, that he has but little time for study and less for recreation — these are the blows that temper to his steel, and bring out the nobler elements in his character. What lot or part has the general practitioner in the student life? Not perhaps the heritage of Judah or Benjamin but he may make with powers well trained in the wards, & with the strong natural perspicuity — that which I have so often referred may live the ideal student life, and even reach the higher levels of scholarship. A dame of Banchory (a little Aberdeenshire village) was not only a good practitioner & a skillful operator, but he was an excellent naturalist. This is by no means

early symptoms of become nothing more than the exercise of a habit like that which so many have of collecting articles. The study of the cases, the relation they bear to each other & to the cases in literature here comes in the difficulty. Begin early to make careful categories — clear cases, doubtful cases, mistakes and learn to play the game fair, no self deception no shrinkage from the truth, mercy & consideration for the other man, perhaps, none for yourself. upon upon have to Keep an incessant watch. the responsibility of remember Lincoln's famous motto about pleasing the people all the time. It does not hold good for the individual who can fool himself to his hearts content all the time. If necessary be cruel, use the knife & the cautery to cure the intumescence and moral necrosis which you will feel in the posterior parcel region where Gall & Spurzheim put the seat of self esteem, and where you will find the lesion after you have made a mistake in diagnosis. It is only by

& 18 14

getting your cases grouped in this way that you can make any real progress in your post-collegiate Education; Only in this way can you gain ~~experience~~ wisdom with experience. It is a common error to think that the more a doctor sees the greater his experience & the more he knows. No one ever drew a more skillful distinction, ~~which~~ than Cowper in his ofte quoted lines which I am never tired of repeating in a medical audience

Wisdom & Knowledge. far from being one have oft [illegible]

~~[illegible]~~ Get in

and [illegible] pressed

Of the three well stocked rooms which,
~~There~~ It should be the ambition of every young doctor to have in his house, ~~three well ~~stocked~~ furnished rooms~~ the library, the laboratory & the nursery – books, balances & bairns. ~~As I am dealing~~ As he may not achieve all three, I would urge ... to ... with the books & the

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an unusual or remarkable combination, but Adams became one of the great scholars of the profession. He had a perfect passion for the classics, and amid a very exacting practice found time to read "almost every Greek work which has come down to us from antiquity, except the ecclesiastical writers." He translated the works of Paulus Aegineta, the works of Hippocrates and the works of Aretaeus all of which are in the Sydenham Society's publications – monuments of the patient skill and erudition of a Scotch village doctor, an incentive to every one of us to make better use of our precious time. Given the sacred hunger and proper preliminary training the ~~young~~ student-practitioner requires at least three things with which to stimulate and maintain his education, a note book, a library and a quinquennial brain dusting. ~~As~~ I wish I had time to speak ~~have already spoken~~ of the value of note taking. You can do nothing as a student in practice without it. Carry a small ~~pocket~~ note book which will fit into your waistcoat pocket and never ask a new patient a question without ~~that~~ note-book & pencil in hand. Two minutes after the examination of a pneumonia case will suffice to record the essentials in the daily progress. Routine & system ~~accuracy~~ when once made a habit, facilitate work and the busier you are the more time you will have to make observations when finished with a patient. Jot a comment at ~~when the~~ the end of the notes, ~~case~~ – "clear case", "case illustrating obscurity of ~~early~~ symptoms", "error in diagnosis" &c. The making of observations ~~per se~~ may ~~be nothing more than~~ become the exercise of a jackdaw-like trick which so many of us have of collecting articles. The study of the cases, the relation they bear to each other ~~in your~~ & to the cases in literature – here comes in the difficulty. Begin early to make a threefold category – clear cases, doubtful cases, ~~errors~~ mistakes. And learn to play the game fair, no self deception, no shrinkage from the truth; mercy & consideration for the other man perhaps, none for yourself upon whom you have to keep an incessant watch. ~~[illegible]~~ You remember Lincoln's famous mot about the impossibility of fooling all of the people all of the time. It does not hold good for the individual who can fool himself to his hearts content all of the time. If necessary be cruel, use the knife & the cautery to cure the intumescence and moral ~~necr~~ necrosis which you will feel in the posterior parietal region where Gall & Spurzheim put the seat of self esteem, and ~~which~~ you will find the a sore spot ~~lesion~~ after you have made a mistake in diagnosis. It is only by

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wisdom & knowledge. far from being [illegible]

~~[illegible]~~ Get in

[illegible] papers

Of the three well stocked rooms which ~~These~~ ~~It~~ should be the ambition of every young doctor to have in his house, ~~three well furnished~~ ~~stocked~~ ~~rooms~~ the library, the laboratory & the nursery — books, balances & bairns ~~— As I am dealing~~ ~~He~~ As he may not achieve all three, I would urge him to start at any rate with the books & the balances. A good weekly and a good monthly journal to begin with ~~read them~~ — Then for a systematic course of ~~reading~~ study ~~follow the advice of Erasmus "Read first the best books."~~ Supplement your ~~student's~~ college text books with ~~a good~~ the larger systems — Allbutt or Nothnagel, a System of Surgery, and as your practice increases make a habit of buying a few good special monographs every year. Read with two objects; first, to ~~fo~~ acquaint yourself with the ~~present~~ current knowledge on ~~the~~ subject & the steps by which it has been reached, and secondly, and more important, read to understand and analyse your cases. To this line of work we should direct the attention of the student before he leaves the medical school, pointing out in ~~specific~~ cases just where the best articles are to be found, sending him to the Index Catalogue — that marvellous storehouse, every page of which is interesting and the very ~~little~~ titles instructive. Early learn to appreciate the differences between the descriptions of disease and the ~~indiv~~ manifestations of that disease in an individual — the difference between the ~~com~~ composite portrait and one of the ~~indiv~~ component pictures ~~persons~~. By exercise of a little judgement you can collect at moderate cost a good working

save for the trip, ~~even~~ deny yourself luxuries for it, | shut up the room you meant for the nursery have the definite determination to get your education thoroughly well started, and perhaps if you are successful you may have enough saved at the end of three years to spend six weeks in special study, ~~or~~ in five years you may be able to spend three months. | Hearken not to the voice of old "Dr Hayseed" who tells you it will ruin your prospects, & that he never heard of such a thing as a young man not yet five years ~~in~~ in practice ~~in~~ taking three months holiday. It seems to him ~~preposterous~~ preposterous. ~~Tell him~~ Wince when you say it is ~~a~~ a speculation ~~investment~~ in the only ~~and~~ ~~not~~ ~~him~~ gold mine in which the physician should invest — Grey Cortex! What about the wife and babies if you have them — leave them! Heavy as are your responsibilities ~~are heavy~~ to those nearest & dearest, ~~but~~

which are difficult to equal though I ordinarily value, in the education of his [illegible] this hand.

(1) Brooklyn. Price $2.00 per annum.

(Jops)

200

252

What we call sense or wisdom is ~~[illegible]~~ knowledge, ready for use, made effective, and bears the same relation to knowledge exactly as bread does to wheat. ~~a man may~~ The full knowledge of the parts of a steam engine & the theory of its action may be possessed by a man who could not be trusted to push the lever to its throttle. It is only by collecting data and using them that you can get sense. One of the most delightful sayings of antiquity ~~[illegible]~~ is the remark of Heraclitus about his predecessors, that they had much knowledge but no sense which ~~[illegible]~~ indicates that the noble old Ephesian had had to do with students

they are outweighed by the ~~You have~~ heavier responsibilities to yourself, to the profession and to the public. ~~If your wife is~~ Like Isaphaena ~~whose~~ the story of whose husband — ardent, earnest, soul, peace to his ashes! — I have told in the little sketch of "An Alabama student" your wife will be glad to bear her share in the sacrifice you make.

With good health & good habits the ~~tenth~~ end of the second lustrum should find you thoroughly ~~well~~ established — all three rooms well furnished; a good stable, a good garden, no mining stock, but a ~~good~~ life insurance & perhaps a mortgage or two ~~on~~ on neighboring farms. Year by year you have dealt honestly with yourself, you have put faithfully the notes of each case into its ~~proper~~ place, and you will be gratified to find that though the doubtful cases & the mistakes still make a rather formidable pile, it has grown progressively smaller. as the expression

library. Try in the waiting years to get a clear idea of the History of medicine. ~~Baas, both as~~ Read Fosters Lectures on the History of Physiology, Baas History of medicine. Get ~~if you can~~ the Masters of Medicine series & subscribe to the Library & Historical Journal (1)

Every day ~~two~~ to some ~~ex~~ reading or work apart from your profession. I fully realize, no one more so, how absorbing is the study of medicine ~~is~~, how applicable to it ~~true~~ is what Michael Angelo says "There are sciences which demand the whole of a man without leaving the least portion of his spirit free for other distractions"; but you will be a better man & not a worse practitioner for an avocation — I care not what it may be, gardening or farming, literature, history or bibliography, ~~farming~~ every one of which will bring you in contact with books. I wish that time permitted me to speak of the other two rooms, which are really of equal importance with the library

The third essential for the practitioner as a student is the quinquennial brain dusting and this will often seem to him the hardest task to carry out. Every 5th year back to the Hospital, back to the Laboratory, for renovation, rehabilitation, rejuvenation, reintegration, resuscitation &c. &c. &c. Do not forget to take the note books with ~~you~~ or the sheets, in three separate bundles to work over. From the very start begin to save for the trip, ~~even~~ deny yourself all luxuries for it, shut up the room you meant for the nursery, have the definite determination to get your education thoroughly well started, and perhaps if you are successful you may have enough saved at the end of three years to spend six weeks ~~in~~ in special study, or in five years you may be able to spend three months. Harken not to the voice of old "Dr Hayseed" who tells you it will ruin your prospects, & that he never heard of such a thing as a young man not yet five years in practice ~~is~~ taking three months holiday. It seems to him ~~preposterous~~ preposterous. ~~Tell him~~ Wince when you say it is ~~an investment and the~~ ~~only~~ a speculation in the only gold mine in which the physician should invest — Grey Cortex!. What about the wife and babies, if you have them — leave them! Heavy as are your responsibilities ~~are heavy~~ to those nearest & dearest, ~~but~~

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bread does to wheat ~~as a man may have~~ The full

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Ephesian had had to do with students

20. 16

they are outweighed by the ~~you have~~ heavier responsibilities. to yourself, to the profession and to the public. ~~If your wife is~~ "Like Isaphaena ~~whose~~ the story of whose husband — ardent, earnest, soul, peace to his ashes! — I have told in the little sketch of "An alabama student" your wife will be glad to bear her share in the sacrifice you make.

With good health & good habits the ~~tenth~~ end of the second lustrum should find you thoroughly ~~well~~ established — all three rooms well furnished; a good stable, a good garden, no mining stock, but a ~~good~~ life insurance & perhaps a morgage or two ~~on~~ on neighboring farms. Year by year you have dealt honestly with yourself, you have put faithfully the notes of each case into its ~~proper~~ place, and you will be gratified to find that though the doubtful cases & the mistakes still make a rather formidable pile, it has grown progressively smaller. You literally "own" the country side as the expression is — all the dubious & serious cases come to you and you have been so honest in the frank acknowledgement of your own mistakes & so charitable in the contemplation of theirs that ~~the~~ neighbouring doctors old & young are glad to ~~have~~ seek your advice. The work ~~began to be~~ which has been very heavy ~~and~~ is now lightened by a good assistant, one of your own students, who becomes in a year or so your partner. This is not an overdrawn picture ~~but~~ and is one which may be seen ~~all through~~ in many places ~~over the~~ 'country', except I am sorry to say in the particular as to the partners. ~~Four years~~ This is the type of man we need in the country district & the smaller towns — he is not a whit too good to look after the sick not a whit too highly educated ~~not~~ impossible! And with ~~the~~ ~~ang~~ ~~good cheer~~ an optimistic temperament and ~~an~~ a ~~optimistic~~ good digestion ~~such a man~~ he is the very best product of our profession, and may ~~such a man~~ ~~will~~ do more to stop quackery & humbuging inside & out of the ranks, than ~~the~~ a dozen prosecuting county attorneys. Nay more such a Doctor may be a ~~in the~~ daily benediction in the community — a strong sensible whole souled man, living a life often of great self denial ~~and~~ always of ~~benediction~~ tender sympathy worried neither by the vagaries of the well or the testy waywardness of the sick, to him at last may come, even when he knows it not the true spiritual blessing, — that blessing which maketh rich and addeth no sorrow

Prov. x.22

The ~~city~~ danger ~~in~~ in such a man life comes with

cities. Curiously enough ... The bookish man may never succeed; deep versed in books, he may not be able to use his knowledge to practical effect, or more likely his failure is not because he has studied much books but because he has not studied men more. He has never got over that shyness, ~~that~~ that diffidence, ~~of which~~ against which I have warned you. I have known instances in which this malady has been incurable, in others I have known a cure effected not by the public ~~but~~ but by the man's professional brethren who ~~to~~ appreciating his worth have insisted upon utilizing his mental treasures. It is very hard to carry student habits into a large city practice; only zeal, ~~and~~ a fiery passion keeps the flame alive, smothered as it is so apt to be by the dust and ashes of the daily routine. A man may be a good student ~~and not have time to~~ who reads only the book of nature. I remember such a one in the early days of my ~~practice~~ residence in Montreal — a man whose devotion to ~~his~~ patients & whose kindness & skill quickly brought him an ~~more work~~ ~~than~~ enormous practice. ~~with~~ Reading in his carriage

26. 18

and by ~~[illegible]~~ lamplight at Lucinas bedside he was able to keep ~~up~~ ~~but~~ well informed but he had an insatiable desire to know the true inwardness of a disease, and it was in this way I came into contact with him. Hard pushed day & night yet he was never too busy to spend a couple of hours with me searching for data which had ~~over some obscure case, in~~ not been forthcoming during life, or helping to unravel the mysteries of ~~some~~ a new disease, such as pernicious anaemia. He was a true student, and it was a sad loss to the profession of this town when John Bell was stricken with pneumonia ~~at~~ in the ~~very~~ prime of life.

~~This Faculty has had many student-teachers among whom two have had special influence.~~ Of Andrew F. Holmes one of its founders & the first Dean, I do not know much, and I am glad that we are at last to have from the busy pen of Maude Abbott a worthy sketch of his life; but that he was a student the Library testifies. To ~~more than to any other man~~ we owe the foundation
[illegible] most important collections of

29. 17

prosperity. He is safe in the hard working day, when he is climbing the hill, but once success is ~~reached~~, with it comes the temptations to which many succumb. Politics has been the ruin of many country doctors, and often of the very best, of just such a good fellow of whom I have been speaking. He is popular, he has a little money saved & he if any body can save the seat for the party. When the committee leaves ~~[illegible]~~ you, take the offer ~~it~~ under consideration and if ~~as I am~~ ~~sure you have~~ in the 10 or 12 years you have ~~become~~ got on intimate terms with those friends of your student days Montaigne and Plutarch ~~they will~~ you will know what answer to return. Resist the temptation to open a Sanitarium in a larger town; ~~and while they~~ it is not the work for a general practitioner, and there are risks that you may sacrifice your independence & much else besides! Over ~~your business in life~~ is to ~~know disease & to know how to treat it~~, while ~~at the~~ ~~same time~~ you cultivate ~~the~~ your character ~~and~~ doing the best you can for your fellow men. ~~while the same time cultivate your character~~ ~~as your life~~ your life of singular happiness may ~~& use-~~ ~~fulness~~ be yours – the type of happiness that can only come from a life of usefulness in helping those in sorrow need & sickness.

To get
while
if you at the same time
Ensue –

The student practitioner has better opportunities in the large cities, though curiously enough studiousness may in the way be a stumbling block in a mans career. The bookish man may never succeed; deep versed ~~in~~ in books, he may not be able to use his knowledge to practical effect, or more likely his failure is not because he has studied much books, but because he has not studied men more. He has never got over that shyness, that diffidence, against which I have warned you. I have known instances in which this malady has been incurable, in others I have known a cure effected not by the public but by the mans professional brethren who ~~to~~ appreciating his worth have insisted upon utilizing his mental treasures.

It is very hard to carry student habits into a large city practice; only zeal, ~~and~~ a fiery passion, keeps the flame alive, smothered as it is so apt to be by the dust and ashes of the daily routine. A man may be a good student ~~and not have time to~~ who reads only the book of nature. I remember such a one in the early days of my ~~practice~~ residence in Montreal – a man whose devotion to ~~his~~ patients & whose kindness & skill quickly brought him an ~~more work~~ ~~Has~~ enormous practice. ~~With~~ Reading in his carriage

and thirdly resist the temptation to move to a
larger place. If you are in a ~~comfortable~~
~~region, with~~ in a good agricultural district or in a
small town if you handle your resources aright
— Taking good care of your education, your
habits and of your money, you may reach
and devoting part of your energies to the prosperity
in the support of the varieties &c, you may
reach a position in the community & in
the profession of which any man may may
be proud, and which any man should
be satisfied. There are country practitioners
~~If~~ among my friends whom I would rather
~~change place~~
~~are~~ than any ~~other man~~ in our ranks, men
whose character & devotion to duty make
stability
one proud of the profession. As I have said
before have no higher ambition than to
become an all round family doctor, whose
business in life is to know disease & to know how
to treat it.

262. 18

and by ~~[illegible]~~ lamplight at Lucinas bedside he was able
to keep ~~up~~ ~~but~~ well informed but he had an insatiable
desire to know the true inwardness of a disease, and
it was in this way I came into contact with him. Hard
pushed day & night yet he was never too busy to spend
a couple of hours with me searching for data ~~over some obscure case, in~~ which had
not been forthcoming during life, or helping to unravel
the mysteries of ~~some~~ a new disease, such as pernicious
anaemia. He was a true student, and it was a sad
& loss to the profession of this town when John Bell was
stricken with pneumonia ~~at~~ in the ~~very~~ prime of life.
~~This Faculty has had many student - teachers among~~
~~whom two have had special influence.~~ Of Andrew F Holmes
one of its founders & the first Dean, I do not know much
and I am glad that we are at last to have from the
busy pen of Maude Abbott a worthy sketch of his life;
& but that he was a student the Library testifies. To
him ~~more than to any other man~~ we owe the formulation
of what is now one of the most important collections of
medical books on the continent, and to his nice discrimination
and scholarly taste the large assortment of old
works bears witness. In my early days I came under the influence of ~~But the~~ an ideal student-teacher
~~was~~ Dr Palmer Howard. ~~Some day I should like~~
~~to pay a worthy tribute to him as a clinical teacher~~ &
~~to those other~~ fine clinicians Ross & MacDonnell of whom
~~this school was so grievously bereft,~~ but to day I can
~~only refer to him~~ one aspect of Dr Howard's life. ~~Those of you who~~
~~wish to know~~ He was the type of man ~~he was~~ of whom you may find an
accurate description in Matthew Arnold's poem Rugby
Chapel. ~~As a young man~~ When young he had chosen a ~~path~~,
"path to a clear purposed goal," and he followed
it with unswerving devotion. With him the study
of medicine was an absorbing passion, the ardor of which neither
the incessant and ever increasing demands
Ja upon his time nor the growing years could quench.
When I first came into intimate contact with him
Ja in the summer of 1871, as a fourth year student the
problem of the tuberculosis was under discussion, ~~and~~
stirred up by the epoch making work of Villemin & the ~~heresies~~ radical views of
Niemeyer. Every ~~[illegible]~~ pneumonic lung lesion at the M.G.H. ~~with~~
~~lung lesion~~ had to be shown to him, and I got
my first hand introduction to Laennec, to Andral
to Graves, & Stokes, and became familiar with

those that
~~that~~ you ~~can~~ may best fulfill the high mission of
your noble calling – in his Humility, conscious of weakness, while seeking strength – in
his Confidence knowing the power while
recognizing the limitations of his art – in
his Pride not alone in a glorious heritage from which
the greatest gifts to man have been derived,
~~doubt as the profession~~ and in his sure & certain Hope that the
future holds for us still richer blessings
than the past

Naturally

The student-teacher is more common naturally than the student-practitioner. This faculty has had many notable illustrations since the days of Benj: Rush. John Redman Coxe, John Rhea Barton, Chapman, & Dorsey. Among the older men were great students. Leidy, (facile princeps) Agnew, Ashhurst, Pepper (secundus) when ~~in his~~ younger ~~days~~ burnt the midnight oil (Milton phrase) ~~and~~ after laborious days. Dr Agnew told me that he had written his three big volumes in surgery after most of his colleagues were in bed.

of among my friends whom I would rather change place ~~see~~ than any ~~other men~~ in our ranks, men whose stability of character & devotion to duty make one proud of the profession. As I have said before have no higher ambition than to become an all round family doctor, whose business in life is to know disease & to know how to treat it.

IV

23

20

two advantages ~~and~~ there are two great dangers in specialism
wildering complexity of modern medicine it is a relief
the work of a life in a comparatively narrow field
an be thoroughly tilled. To many men there is a feeling
t satisfaction in the mastery of a small department particularly one in which
~~particularly~~ technical skill is required. How much we
benefited from this concentration of effort in dermatology
logy, ophthalmology, & gynaecology!! Then as a rule the
list ~~has~~ is a freeman with ~~more~~ leisure ~~and is not~~ or at any rate with
leisure, not the slave of the public with the incessant
ands upon him ~~of the~~ general practitioner. He can live a more rational
nd has time to cultivate his mind, and he can devote
elf to public interests and to the welfare of his profess-
[illegible] he is largely depends. How

~~23~~ 26

their works. No matter what the hour & it generally had to
be after 10 pm I was welcome with my bag and if "Wilks
& Moxon" or Rokitanski gave us no help there were
on the shelves the Transactions of the Pathological Society
and the big Dictionnaire of Dechambre. An ideal teacher,
because ~~xxxx~~ a student, & ever alert to the new problems,
an indomitable energy enabled him in the midst
of an exacting practice still to maintain an ardent ~~keep the~~ enthusiasm
~~of youth~~, still to keep bright the fires which he had lighted
in his youth. ~~Too often I was~~ ~~Cat~~ ~~1 and 2 are the light before the~~
~~lecture for the next day was revised or the notes of the~~
~~interesting cases written up~~ who loves an entire faculty & is a stimulus to
~~This is the art of many~~
~~the [illegible] man which [illegible]~~

Each ~~one~~ of you will find the practice of medi-
cine to be a good deal as you make it — a worry, a care, a perpetual annoyance
to ~~the man~~ some but to the student-practitioner
a joy, a daily pleasure, a life of as much
happiness as can well fall to the lot of
man, because it is a life of ~~much~~ self sacri-
fice & of countless opportunities to comfort
& help the weak hearted and to raise up
those that fall. It is in the student spirit
~~that~~ you ~~can~~ may best fulfill the high mission of
your noble calling — in his Humility, con-
scious of weakness, while seeking strength — in
his Confidence knowing the power while
recognizing the limitations of his art — in
his Pride not alone in a glorious heritage from which
the greatest gifts to man have been derived,
~~[illegible] in the profession~~
and in his sure & certain Hope that the
future holds for us still richer blessings
than the past

Faculty

The student-teacher is more common naturally
than the student-practitioner. This faculty has
had many notable illustrations since the days
of Benj. Rush. John Redman Coxe, John Rhea Barton
Chapman, & Dorsey, (among the older men were
great students in [illegible] faculties) Leidy, Agnew, Ashhurst, Pepper
[illegible]

There are two advantages and two dangers in specialism
With- In the bewildering complexity of modern medicine it is a relief
to limit the work of life in a comparatively narrow field
which can be thoroughly tilled. To many men there is a pecu-
liar charm in the mastery of a small department in which
particularly
especially technical skill is required. How much we
have benefited from this concentration of effort in dermatology
laryngology, Ophthalmology, & gynaecology! Then as a rule the
specialist is a freeman with leisure and is not or at any rate with-
some respite, not the slave of the public with the incessant
demands upon him of the general practitioner. He can live a more rational
life and has time to cultivate his mind, and he can devote
himself to public interests and to the welfare of his profess-
ional brethren, on whose suffrages he is largely depends. How
much we are indebted in the larger cities to the disinterested
labors of this favored class the records of our libraries & medi-
cal societies bear witness. The dangers do not come to the strong
man in a specialty, but to the weak brother who seeks in it
an easier field in which specious gesterity and mechanical
dexterity may pass for, take the place of solid knowledge. When the
man is larger than his specialty and controls it all goes well
but when the specialty runs away with the man there is
disaster & a topsy-turvy condition which has in every
department has done incalculable injury to our profession

(Dangers in Specialties)

Next to the danger from small men, is the very serious risk of the
loss of perspective in too prolonged and concentrated effort in a narrow
field. Against this there is but one safeguard - the cultivation of the
sciences on which the specialty is based. The student specialist
may have a wide vision - no student wider - if he gets away from
the mechanical side of the art and keeps in touch with the physiology
& touch with
and pathology on which this art depends. There is not More than
any one in visit of us the specialist needs a laboratory the lessons
of the laboratory, and and the wide contact with men in other de-
partments may serve to correct the inevitable tendencies to a nar-
row and perverted vision, in which the life of the art-hell is
misleaden for the world at large.

The student-teacher ~~a model~~ every faculty affords examples in varying degrees. It goes without saying that no man can teach successfully who is not at the same time a student. Routine killing routine, saps the vitality of many teachers who start with high aims, and who for years strive with all their energies against the degeneration which it is prone to entail. In the smaller schools isolation, the absence of congenial spirits working at the same subject, favors ~~mental stagnation~~ staleness and after a few years the fires of early enthusiasm ~~burn low~~ are no longer glow in the perfunctory lectures. In many teachers the ever increasing outside demands cases of practice leave less & less time for study and a ~~really good~~ first class man may lose touch with his subject through ~~an entanglement by attachment to~~ no fault of his own through an entanglement in outside affairs which he cannot control yet deeply regrets. To his five natural senses the student teacher must add other two - the sense of responsibility & the sense of proportion. He must ~~you~~ start with a highly developed sense of the importance of their work and with a desire to live up to their responsibilities entrusted to us. Punctuality, the class first always & at all times, the best that a man has in him, nothing less, the best the profession has on the subject, nothing less, fresh energies and enthusiasm in dealing with dry details, unlimited unselfish devotion to all alike, tender consideration for his assistants - these are some of the fruits of a keen sense of responsibility on a good teacher. The sense of proportion is not so easy to acquire, and much depends on the training and the natural disposition.

In my early days I came under the influence of an ideal student-teacher the late Dr Palmer Howard of Montreal. If you ask what manner of man he was I would refer you to Matthew Arnolds noble tribute to his father in his well known poem - Rugby chapel. When young Dr Howard had chosen a path - "a path to a clear purposed goal" and he had pursued it with unswerving devotion. With him the study & the teaching of medicine were an absorbing passion, the ardor of which neither the incessant and ever increasing demands upon his time nor the growing years could quench. When I first came into intimate contact with him in the summer of 1871, as a senior student the problem of tuberculosis was under discussion, stirred up by the epoch making work of Villemin, and the radical views of Niemeyer. Every lung-lesion at the Montreal General Hospital had to be shown to him and I got my first hand introduction to Laennec, to Andral to Graves & to Stokes, and became familiar with their works. No matter what the hour, & it usually was after 10 p.m, I was welcome with my bag, & if Wilks & Moxon's, Gaves or Virchow's Rokitanski gave us no help there were the Transactions of the Pathological Society and the big Dictionnaire of Dechambre. An ideal teacher because a student, ever alert to the new problems, an indomitable energy enabled him in the midst of an exacting practice, to maintain an ardent enthusiasm still to keep bright the fires which he had lighted in his youth. Since those days I have seen many teachers & I have had many colleagues but I have never known one in whom were more happily combined the stern sense of duty with the keen enthusiasm of youth.

S.S."CEDRIC"

Even as a General practitioner you will have a leaning towards some one department of Medicine, Surgery or the Diseases of Women, and it is well that you should endeavour to concentrate your particular liking and as far as possible concentrate upon it, surplus energies. Should you be tempted to seek the enchanting but dangerous

But as I speak from out the memory of the past there rise before me a shadowy group, a long line of students whom I have taught and loved, and who have died prematurely – some mentally, others morally & not a few literally. To the successful we are all willing and anxious to bring the tribute of praise, but none so poor to ~~do~~ give recognition to the failures. From one cause or another, perhaps because when not absorbed in the present my thoughts are chiefly in the past, I have cherished the memory of many young men whom during my life as a teacher ~~in the past thirty years~~ I have loved & lost. Io victis! let us, sometimes, sing the vanquished! Let us sometimes think of those who have fallen in the battle of life, who have striven and failed who have failed even without the strife. How many have I known lost, from ~~[illegible]~~ the student band ~~there is~~ a ~~large loss annually~~ by mental death, and from many causes. Some ~~are~~ still born from college, others died within the first year of infantile marasmus, while rickets, teething tabes & fits have carried off many of the most promising minds. From improper feeding within the first five fateful years scurvy & rickets head the mental mortality bills of students. To the teacher – nurse it is a sore disappointment to find at the end of ten years so few minds with the full stature of which the early days gave promise. Still so wide spread is mental death that we scarcely comment upon it in our friends. The real tragedy is the moral death which in ~~so many~~ different forms overtakes ~~wrecks~~ the ~~career~~ of so many good fellows, who ~~have~~ fall~~en~~ away from the service of Minerva pure honorable & righteous, into the idolatry of Bacchus of Venus ~~and~~ or of Circe. Against the background of the past these tragedies stand out, lurid and dark, and as the names & faces of my old boys recur, I shudder to think of these blighted hopes & wrecked lives and I force ~~my~~ memory back to the happy days when they were as you are now, joyous and free from care and I think of them, some of them my special pride, on the benches, in the laboratories & in the wards – and there I leave them! Less painful to dwell upon, though associated with a more poignant grief is the fate of those whom physical death has snatched away in the bud or blossom of the student life. These are among the tender memories of the teacher's life of which he does not often care to speak, feeling with Longfellow: that the surest pledge of their remembrance "is the silent homage of thoughts unspoken"

As I look back ~~over my student days~~ it seems now as if the best of us had died ~~in one way or the other~~, that the brightest & the keenest had been taken, and the more common-place among us had been spared. An old mother, a devoted sister, a loving brother, in some cases a broken hearted wife still pay the tribute ~~duty~~ of tears for the untimely ending of their high hopes, and in loving remembrance I would mingle mine with theirs. What a loss ~~it has been~~ to our profession ~~[illegible]~~ have been the death of such ~~students~~ true disciples as ~~Jack Cline~~ ~~Dick~~ Zimmerman of Toronto of ~~Jack~~ Cline & of R. L. MacDonnell of Montreal; ~~cut off while their leaves still in the green!~~ of Fred Packard & Kirkbridge in Philadelphia, of Reese, of Oppenheimer & of Ochsner, of Lazear in Baltimore, of Livingood cut off while their leaves were still in the green, to the inconsolable grief of their friends! and many more of whom

S.S. "CEDRIC"

THE STUDENT LIFE.

A Farewell Address to Canadian and American Medical Students,

by

William Osler, M.D.

Regius Professor of Medicine, University of Oxford.

Except it be a lover, no one is more interesting as an object of study than a student. ~~In reality~~ Shakespeare might have made him a fourth in his immortal group. The lunatic with his fixed idea, the poet with his fine frenzy, the lover with his frantic idolatry, and the student aflame with the desire for knowledge, are of "imagination all compact." To An absorbing passion, a whole-souled devotion, must be joined an enduring energy, ~~must dominate him~~ if he, the student, is to ~~be numbered with the~~ become a devotee of the grey-eyed goddess to whose law his services are bound. ~~But~~, Like the quest of the Holy Grail, the quest of Minerva is not for all. For the one, the pure life, ~~so hard to attain~~, for the other, what ~~seems to be an accident of birth~~, 'a strong propensity of nature," ~~as Milton calls~~ Milton calls it, ~~is the essential.~~ Here again the student often resembles the poet, ~~as~~ he is born, not made. While the resultant of ~~those~~ two moulding forces, the accidental, external conditions, and the hidden, germinal energies, which produce in each one of us national, family and individual traits, ~~he may~~ the true student possess in some measure ~~that~~ a divine spark which sets at naught all laws ~~of heredity~~. Like ~~the~~ Snark, ~~the true student~~ he defies definition, ~~but~~ but there are ~~certain~~ three unmistakable signs by which you may recognize ~~the genuine article~~ from a Boojum. ~~First~~, an absorbing desire to know the Truth; ~~secondly~~, an unswerving steadfastness in its

larger portion. ~~It is~~ Only by keeping the mind plastic and receptive ~~that~~ the student escapes perdition. ~~The danger is not~~, It is not as Charles Lamb remarks, that some people do not know what to do with truth when it is offered to them, but the ~~terrible~~ tragic fate is to reach after years of patient search, a condition of mind-blindness, in which ~~after perhaps years of search~~, the truth is not recognized, though it ~~staring~~ stares you in the face. This can never happen to ~~the~~ a man who has followed step by step the growth of a truth, and who knows the painful phases through which it has evolved. And it is one of the great tragedies of life that every ~~great~~ truth has ~~had its~~ to struggle to acceptance ~~with~~ against ~~these~~ honest but mind-blind students. Harvey knew his contemporaries well and demonstrated for twelve successive years the circulation of the

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blood before he dared to publish the facts on which the truth was based.

Only ~~The~~ steadfastness of purpose and humility of the ~~true~~ student ~~must enable him~~ Enable to shift his position to meet ~~the~~ new conditions ~~without discouragement~~ in which new truths are born - old ones modified beyond recognition.

And, thirdly, the honest heart will keep him in human touch with his fellow-students, and furnish that sense of comradeship without which he travels an arid waste alone. I say advisedly an honest heart--~~an~~ the honest head is prone to be cold and stern, given to judgment, not mercy, and ~~too~~ ~~apt to repel all intimations of that~~ not always willing to entertain that true which while it charity ~~which~~ thinketh no evil ~~and~~ is ~~always ready~~ anxious to put the best possible interpretation upon the motives of are

pursuit; and, ~~thirdly~~, an open, honest heart, free from suspicion, guile and jealousy.

At the outset do not be worried about this big subject--Truth. It is a very simple matter if each one of you starts with the desire to get ~~all of it he can~~ as much as possible. No human being is constituted to know the truth, the whole truth and nothing but the truth; and even the best of men must be content with fragments, with partial glimpses, never the full fruition. In this unsatisfied quest ~~The~~ attitude of mind, the desire, the thirst (a thirst that from the soul must rise/), the fervent longing, ~~the unsatisfied quest~~ are the be-all & the End all, ~~What~~ is the student, but a lover, courting a fickle mistress who ever eludes his grasp? In this very elusiveness is brought out ~~the~~ his second great characteristic ~~of the student~~--steadfastness of purpose. ~~He is apt to be disheartened~~ Unless ~~he accepts~~ are frankly accepted from the start the limitations ~~and changes~~ incident to our frail human faculties. The Truth is the best you can get with your best endeavor, the best that the best men accept--with this you may soon learn to be satisfied, if at the same time you retain a due humility and an earnest desire for an ever larger portion. ~~It is~~ Only by keeping the mind plastic and receptive does the student escapes perdition. ~~The danger is not~~ It is not, as Charles Lamb remarks, that some people do not know what to do with truth when it is offered to them, but the ~~terrible~~ tragic fate is to reach a condition of mind-blindness, in which ~~after perhaps years of search~~ after years of patient search, the truth is not recognized, though it ~~staring~~ stares you in the face. This can never happen to ~~the~~ a man who has followed step by step the growth of a truth, and who knows the painful phases through which it has evolved. And it is one of the great tragedies of life that ~~Every great truth has had its struggle with~~ to to acceptance against ~~these~~ honest but mind-blind students. Harvey knew his contemporaries well and demonstrated for twelve successive years the circulation of the

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blood before he dared to publish the facts on which the truth was based.[1] The steadfastness and humility of the true student must enable him to shift his position to meet the new conditions without discouragement.

And, thirdly, the honest heart will keep him in human touch with his fellow-students, and furnish that sense of comradeship without which he travels an arid waste alone. I say advisedly an honest heart--an honest head is prone to be cold and stern, given to judgment, not mercy, and too apt to repel all intimations of that charity which thinketh no evil and is always ready to put the best possible interpretation upon the motives of a fellow worker. It will foster, too, that attitude of generous, friendly rivalry untinged by the yellow peril of jealousy, and is the best preventive of the growth of that bastard scientific spirit which loves seclusion and works in a lock and key laboratory,

You have all become brothers in a great society, not apprentices, since that implies a master, and nothing should be further from the attitude of the teacher than much that is meant in that word, though in another sense it is used, particularly by our French brethren, in a most delightful way signifying a bond of intellectual filiation. It is not easy to cultivate this fraternal attitude--the chasm between the chair and the bench is difficult to bridge. Two things have helped to put up a cantilever across the gulf. The successful teacher is no longer on a height, pumping knowledge at high pressure into passive receptacles. The new methods have changed all this. He is no longer Sir Oracle, perhaps un-

1. "These views, as usual, pleased some more, others less; some chid and calumniated me and laid it to me as a crime that I had dared to depart from the precepts and opinions of all Anatomists." Chapt. I, De Motu Cordis.

ing from your trainers, giving up all thoughts of an education before the first mile-stone is passed, within a year of leaving college.

In the student hive there are drones, workers and queen bees, and while the workers are the most numerous and most useful, the proportion of really generative students bears about the same relation as the queen to the other bees, and it really takes equal pains in both cases in the production, only the bees as a rule are more successful.

I daresay you have all read about Mr. Burbank's marvellous work in California in the production of new forms of fruit, and how thousands and thous-

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30
27

ands of varieties have to be discarded before a successful, permanent one is secured. So it is in the mental life--thousands pass through college before one productive mind is evolved.

In the hurry and bustle of ~~the~~ a business ~~life~~ world, which is the life of this continent, it is not easy to ~~grow great~~ train first-class students. ~~In the first place,~~ under present conditions it is hard to get the needful seclusion. ~~There is too much wayside fruit in~~ on which account it is that is so full of wayside fruit our educational market. I have always been much impressed by the advice of St. Chrysostom: "Depart from the highway and transplant thyself in some enclosed ground, for it is hard for a tree which stands by the wayside

29
26

Senior

consciously by his very manner antagonizing minds to whose level he cannot possibly descend, but he is ~~himself~~ ~~elder~~ a student, ~~and in the practical,~~ familiar exercises of the laboratory the student himself helps in the teaching. When a simple, earnest spirit animates a college there is no appreciable interval between the teacher and the taught--both are in the same class, ~~only~~ the one a little more advanced than the other. ~~In this spirit~~ the ~~a~~ student feels that he has ~~become member of~~ joined a family whose honor is his honor, ~~and~~ whose welfare is his own and whose interests should be his first consideration.

~~Perhaps~~ The hardest conviction to get into the mind of a beginner is that the education upon which he is engaged is not a college course, not a medical course, but a life course, ending only with death. The training of ~~the~~ a few years under teachers is but ~~the~~ a preparation ~~for the race~~. Whether you will falter and fail ~~by the way~~ in the race, or whether you will be faithful to the end depends ~~very much~~ on the start you make. ~~Many die in training from lack of proper food, some are still-born, or more correctly, apodic mentally to start with, but too many of you will commit mental suicide after participating from your trainers, giving up all thoughts of an education before the first mile-stone is passed, within a year of leaving college.~~

In the student hive there are drones, workers and queen bees, and while the workers are the most numerous and most useful, the proportion of really generative students bears about the same relation as the queen to the other bees, and it really takes equal pains in both cases in the production, only the bees as a rule are more successful.

I daresay you have all read about Mr. Burbank's marvellous work in California in the production of new forms of fruit, and how thousands and thous-

Elizabeth Talbott

There are three great groups of students

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In the hurry and bustle of ~~the~~ a business ~~life~~ world, which is the life of this continent, it is not easy to ~~grow great~~ train first-class students. ~~In the first place,~~ Under present conditions it is hard to get the needful seclusion. ~~There is too much wayside fruit in~~ our educational market is so full of wayside fruit. I have always been much impressed by the advice of St. Chrysostom: "Depart from the highway and transplant thyself in some enclosed ground, for it is hard for a tree which stands by the wayside to keep her fruit till it be ripe." ~~On this account it is that~~ The dilettante is abroad in the land, the man who is always venturing on tasks for which he is imperfectly equipped, a habit of mind fostered by the multiplicity of subjects in our curriculum, ~~fosters this habit of mind in the undergraduates,~~ and while many things are studied, few are studied thoroughly. Men will not take time to get to the heart of a matter. After all concentration is the price the modern student pays for success. Thoroughness is the most diffucult habit to acquire, but it is the pearl of great price, worth all the worry and trouble of the search. The diletante lives an easy, butterfly life, knowing nothing of the toil and labor with which the treasures of knowledge are dug out of the past, or wrung by patient research in the laboratories. Take, for example, the early history of this country--how easy it is for the student of the one type to get a smattering, even a fairly full acquaintance with the events of the French and Spanish settlements. Put an original document before him, and it might as well be Arabic. What we need is the other type, the man who knows the records, who with a broad outlook and drilled in what may be called the embryology of history, has yet a powerful vision

there must be no discrimination by the loyal student, who should willingly draw from any and every source with an open mind and a stern resolve to render unto all their dues. I care not on what stream of knowledge he may embark, follow up its course and the rivulets that feed it flow from many lands. If work is to be effective he must keep in touch with scholars in other countries. How often has it happened that years of precious time have been given to a problem already solved or shown to be insoluble, because of the ignorance of what had been done elsewhere. And it is not only book knowledge and journal knowledge, but man knowledge, that we need. The stu-

as I speak
But from out the memory of the past there ~~rose~~ rise before me a shadowy ~~group of students~~ a long line of students whom I have loved, and who have died, some mentally, others morally, not a few ~~physically~~ literally. To the successful we are all willing and anxious to bring the tribute of praise but to the failures & none so poor to give them recognition. From some cause or other perhaps it is that ~~[illegible]~~ bred by the present my thoughts are chiefly with the past. ~~I have recorded~~ the memories a ~~[illegible]~~ [illegible] men whom I have loved and ~~lost~~ in the past thirty years. Io victis! The hymn of the vanquished who have fallen in the battle of life, who have striven and failed, who have failed even without strife. From the student band there is a large loss annually by mental death, and from many causes - some are still born, others die of infantile marasmus ~~shortly after birth from college~~ ~~while [illegible]~~ teething tabes and fits carry off many ~~scores~~ of those most promising minds. Scurvy & rickets from improper food head the list. It is disappointing to the teacher & nurse to find at the end of ten years, so few minds that have reached the full stature of which the early days gave promise. So wide spread is mental death that we scarcely comment upon it in our friends, but ~~about~~ the real tragedy is the moral decay which in so many different forms has wrecked the careers of so many good fellows who have fallen away from the service of Minerva, pure honorable & righteous ~~they have fallen away~~ into the idolatries of Bacchus of Venus & of Circe. ~~And~~ ~~look back~~ ~~These tragedies stand out~~ these tragedies of the years against the background of the past and as the ~~shudder at the~~ names & faces of my old boys recur I shudder to think of the misery which has been brought with the blighted hopes & the wrecked lives, I ~~carry~~ force my memory back to the happy days when they were as you are now, joyous & free from care, ~~with~~ and I ~~leave~~ think of them on the benches, in the laboratories & in the wards, many of them my special friends and there I leave them. Less painful to dwell upon, though associated with a more poignant grief is the fate of those whom death has snatched away ~~[illegible]~~ early as the ~~[illegible]~~ fruit ~~[illegible]~~ student life.

dent will if possible see the men in other lands. Travel not only widens the vision and gives certainties in place of vague surmises, but the personal contact with foreign ~~students~~ workers enables him to appreciate better the failings or successes in his own line of work, perhaps to look with more charitable eyes on the work of some brother whose limitations and opportunities have been more restricted than his own. Or ~~he may come~~ in contact with a master-mind ~~and~~ he may take fire, and the glow of enthusiasm may be the inspiration of his life. Concentration must then be associated with large views on the relation of the problem, and a knowledge of its status else-

for the minutiae of life. It is these kitchen and back stair men who are to be encouraged, the men who know the subject in hand in all possible relationships. Concentration has its drawbacks. ~~A man may~~ It is possible to become so absorbed in the problem of the 'enclitic de', or the structure of the flagella of the Trichomonas, or of the toes of the pre-historic horse, that ~~he may~~ the student loses the sense of proportion in his work, and even wastes a life time in researches which are valueless because ~~they are~~ not in touch with current knowledge. You remember poor Cassanbon, in Middlemarch, whose painful scholarship was lost on this account ~~was wasted~~. The best preventive to this is to get de-nationalized early. The true student is a citizen of the world, the allegiance of whose soul, at any rate, is too precious to be restricted to a single country. The great minds, the great works, transcend all limitations of time, of language and of race, and the scholar can never feel initiated into the company of the elect until he can approach all of life's problems from the cosmopolitan standpoint. I care not in what subject he may work, the full knowledge cannot be reached without drawing on supplies from lands other than his own--French, English, German, American, Japanese, Russian, Italian--there must be no discrimination by the loyal student, who should willingly draw from any and every source with an open mind and a stern resolve to render unto all their dues. I care not on what stream of knowledge he may embark, follow up its course and the rivulets that feed it flow from many lands. If work is to be effective he must keep in touch with scholars in other countries. How often has it happened that years of precious time have been given to a problem already solved or shown to be insoluble, because of the ignorance of what had been done elsewhere. And it is not only book knowledge and journal knowledge, but man knowledge, that ~~we~~ us need. The stu-

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dent ~~in general~~ applies with ten-fold force to you on account of the peculiar character of the subject matter of your studies--Man, with all his mental and bodily anomalies and diseases--the machine in order, the machine in disorder, and the business yours to put it to rights. Through all the phases of its career this most complicated mechanism of this wonderful world will be the subject of your study and of your care--the naked, new-born infant, the artless child, the lad and the lassie just aware of the tree of knowledge overhead, the strong man in the pride of life, the woman with the benediction of maternity on her brow, and the aged, peaceful in the contemplation of the

past. Almost everything has been renewed in the science and in the art of medicine, but all through the long centuries there has been no variableness or shadow of change in the essential features of the life which is our contemplation and our care. The sick love child of Israel's sweet singer, the plague stricken hopes of the great Athenian statesman, Elpenor bereft of his beloved Artemidora, and Tully's daughter mourned so tenderly, are not of any age or any race--they are here with us today, with the Hamlets, the Ophelias and the Lears. Amid the eternal heritage of sorrow and suffering our work is laid. The burden would be insupportable if the daily tragedies were not

pensity of nature,' to quote Milton's phrase again, will easily bend or break.

The student must be allowed full freedom in his work, undisturbed by the utilitarian spirit of the Philistine who cries cui bono and distrusts pure science. Our present remarkable position has been made possible by men who did pioneer work in chemistry, in physics, in biology, and in physiology, without a thought of any practical application in their researches. This higher group of productive men are rarely understood by the common spirits, who appreciate as little their unselfish devotion as their unworldly neglect of the practical side of the problems.

Everywhere now the medical student is welcomed as an honored member of the guild. There was a time, I confess, and it was within the memory of some of us, when, like Falstaff, he was given to "taverns and sack and wine and metheglins, and to drinkings and swearings and starings, pribbles and prabbles," but all that has changed with the curriculum, and the 'Meds' now roar you as gently as the 'Theologs.'

What I have said upon the general life and mental attitude of the student in general applies with ten-fold force to you on account of the peculiar character of the subject matter of your studies--Man, with all his mental and bodily anomalies and diseases--the machine in order, the machine in disorder, and the business yours to put it to rights. Through all the phases of its career this most complicated mechanism of this wonderful world will be the subject of your study and of your care--the naked, new-born infant, the artless child, the lad and the lassie just aware of the tree of knowledge overhead, the strong man in the pride of life, the woman with the benediction of maternity on her brow, and the aged, peaceful in the contemplation of the

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after fever, how long it took for the nail to grow out, from root to edge. A majority of the class had no further interest, a few looked it up in books, two men marked their nails at the root with nitrate of silver and a few months later had positive knowledge on the subject. They showed the proper spirit. The little points that come up in your reading try to test for yourselves. With one fundamental difficulty many of you will have to contend from the outset--a lack of proper preparation for really hard study. No one can have watched successive groups of young men pass through the special schools without a feeling of profound sympathy for the hap-hazard, fragmentary character of their preliminary education. It does seem too bad that we cannot have a

student in his eighteenth year sufficiently grounded in the humanities and in the sciences preliminary to medicine,—but this is a subject upon which only a Milton or a Locke could discourse with profit. With pertinacity you can overcome the preliminary defects, and once thoroughly interested, the work in books becomes a pastime.

~~One of the~~ a serious drawbacks in the student life is the self-consciousness, bred of too close devotion to books. A man gets shy, 'dysopic,' as old Timothy Bright calls it, and shuns the looks of men, and blushes like a girl. (over)

The strength of a student of men is to move about to study

To many of a sombre and sour disposition it is hard to maintain good spirits amid the trials and tribulations of the day, and yet it is an unpardonable mistake to go about among patients with a long face. ~~I found~~ in one of the magazines a few years ago a little poem which

Divide your attentions equally between books and men. The strength of the student of books is to sit still--two or three hours at a stretch--eating the heart out of a subject with pencil and note-book in hand, determined to master the details and intricacies, focusing all your energies on ~~the~~ its difficulties. Get accustomed to test all sorts of book problems and statements for yourself, and take as little as possible on trust. The Hunterian 'do not think, but try' attitude of mind is the important one to cultivate. The question came up one day, when discussing the grooves left on the nails after fever, how long it took for the nail to grow out, from root to edge. A majority of the class had no further interest, a few looked it up in books, two men marked their nails at the root with nitrate of silver and a few months later had positive knowledge on the subject. They showed the proper spirit. The little points that come up in your reading try to test for yourselves. With one fundamental difficulty many of you will have to contend from the outset--a lack of proper preparation for really hard study. No one can have watched successive groups of young men pass through the special schools without a feeling of profound sympathy for the hap-hazard, fragmentary character of their preliminary education. It does seem too bad that we cannot have a

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The strength of a student of men is to move about, ~~Men~~ to study their habits, character, mode of life, behavior under varied conditions, vices, virtues and peculiarities. ~~Start~~ Begin with a careful ~~study~~ observation of your fellow-students and of your teachers; then every patient you see is a lesson in much more than the malady with which he suffers. Mix as much as you possibly can with the outside world, and learn its ways. The student societies, the students' union, the gymnasium and the outside social circle should be cultivated systematically, to enable you to conquer the diffidence which goes with bookishness and which will prove a very serious drawback in after life. I cannot too earnestly impress upon the earnest and attentive men amongst you the necessity of overcoming this unfortunate failing in your student days. Read old Burton, the scholar's friend, on this point. It is not easy for every one to reach a happy medium, and the distinction between a proper self-confidence and "cheek", particularly in junior students, is not always to be made. The latter is met with in the student-pilgrims who have gone astray as they have travelled down the delectable mountains and have passed to the left hand, where lieth the country of Conceit, where you remember the brisk lad Ignorance met Christian.

students of the past favor the latter. Erasmus, the great exemplar, says, "Never work at night; it dulls the brain and hurts the health." ~~I remember~~ One day going with George Ross through Bedlam, ~~that~~ Dr. Savage, at that time the physician in charge, remarked upon two great groups of ~~cases~~ patients—those who were depressed in the morning and those who were cheerful, and he suggested that the spirits rose and fell with the bodily temperature--those with very low morning temperatures were depressed, and vice versa. This I believe expresses a truth which may explain the extraordinary difference in the habits of students in this matter of the time at which the best work can be done.

Outside of the asylums there are also the two great types, the student-lark who loves to see the sun rise, who comes to breakfast with a cheerful morning face and in hilarious spirits, two hours work and half an hours' exercise before breakfast,--never so 'fit' as at 6 a.m. We all know the type. What a contrast to the student-owl with his saturnine morning face, thoroughly unhappy, cheated by the wretched breakfast-bell of the two best hours of the day for sleep, no appetite, and permeated with an unspeakable hostility to his vis a vis, whose morning garrulity and good humor are equally offensive. Only gradually, as the day wears on and his

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Who will venture to settle upon so simple a ~~question~~ matter as the best time for work? One will tell us there is no best time; all are equally good, and truly all times are the same to a man whose soul is absorbed in some great problem. I asked Edward Martin, the well known story writer, the other day what time he found best for work. "Not in the evening, and never between meals!" was his answer, which may appeal to some of my hearers. One works best at night, another in the morning; a majority of the students of the past favor the latter. Erasmus, the great exemplar, says, "Never work at night; it dulls the brain and hurts the health." ~~I remember~~ One day going with George Ross through Bedlam, ~~that~~ Dr. Savage, at that time the physician in charge, remarked upon two great groups of ~~cases~~ patients--those who were depressed in the morning and those who were cheerful, and he suggested that the spirits rose and fell with the bodily temperature--those with very low morning temperatures were depressed, and vice versa. This I believe expresses a truth which may explain the extraordinary difference in the habits of students in this matter of the time at which the best work can be done.

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"Heart affluence in discursive talk,"

and by 2 a.m. he will undertake to unsphere the Spirit of Plato. In neither a virtue, in neither a fault; we must recognize these two types of students, differently constituted and largely owing perhaps--though I have but little evidence for the belief--to thermal peculiarities.

III

By each one of you the student life may be lived in its fulness and in its joy while the days of probation remain, but the difficulty arises in the break which follows departure from college and the entrance upon new duties. Much will now depend on the sttitude of mind which has been ~~developed~~ encouraged. If the work has been for your degree, if the diploma has been its sole aim and object, you will rejoice in a freedom from exacting and possibly unpleasant

possible hope of galvanizing into life as a student, fit to do a routine practice, often a capable resourceful man, but without any deep convictions, and probably more interested in stocks or in horses than in diagnosis or therapeutics. But this is not always the fate of the student who finishes his work on Commencement day. There are men full of zeal in practice, and who give good service to their fellow creatures, who have not the capacity or the energy to keep up with the times. While they have lost interest in science, they are loyal members of the profession, and appreciate their responsibilities as such. That fateful first lustrum ruins some of our most

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of students in this matter of time at which the best work can be done.

likely material. Nothing is more trying to the soldier than inaction, to mark time while the battle is raging all about him, and waiting for practice is a serious strain under which many yield. In the cities it is not so hard to keep up; there is work in the dispensaries and colleges, and the stimulus of the medical societies, but in smaller towns and in the country it takes a strong man to live through the years of waiting without some deterioration. I wish the custom of taking junior men as partners and assistants would grow on this continent. It has become a necessity, and no man in large general practice can do his work efficiently without skilled help. How in-

studies, and with your books you will throw away all thoughts of further systematic work. On the other hand, with good habits of observation you may have got deep enough into the subject to feel that there is still much to be learned, and if you have had ground into you the lesson that the collegiate period is only the beginning of the student life, there is a hope that you may enter upon the useful career of the student-practitioner. Five years, at least, of trial await the man after parting from his teachers, and entering upon an independent course, years upon which his future depends and from which his horoscope may be cast with certainty. It is all the same whether he settles in a country village, or goes on with hospital and laboratory work, whether he takes a prolonged trip abroad, or whether he settled down in practice with a father or a friend, these five waiting years ~~settle~~ his fate ~~as~~ 10 far as the student life is concerned. Without any strong natural propensity to study, he may feel such a relief after graduation that the effort to take to books is beyond his mental strength, and a weekly journal with an occasional text-book furnish pabulum enough at least to keep his mind ~~from~~ hibernating. But ten years later he is dead mentally, past any possible hope of galvanizing into life as a student, fit to do a routine practice, often a capable resourceful man, but without any deep convictions, and probably more interested in stocks or in horses than in diagnosis or therapeutics. But this is not always the fate of the student who finishes his work on Commencement day. There are men full of zeal in practice, and who give good service to their fellow creatures, who have not the capacity or the energy to keep up with the times. While they have lost interest in science, they are loyal members of the profession, and appreciate their responsibilities as such. That fateful first lustrum ruins some of our most

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Outside of the asylums there are also the two great types, the student-
lark who loves to see the sun rise, who comes to breakfast with a cheer-
ful morning face and in hilarious spirits — two hours work and half an
hours exercise before breakfast.--never no 'fit' as at 8 a.m. We all know
the type. What a contrast to the student-owl with his saturnine morning
face, thoroughly unhappy, cheated by the wretched breakfast-bell of the
two best hours of the day for sleep, no appetite, and permeated with an
unpleasurable hostility to his vis a vis, whose morning garrulity and good
humor are equally offensive. Only gradually, as the day wears on and his

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37

likely material. Nothing is more trying to the soldier than inaction, to mark time while the battle is raging all about him, and waiting for practice is a serious strain under which many yield. In the cities it is not so hard to keep up; there is work in the dispensaries and colleges, and the stimulus of the medical societies, but in smaller towns and in the country it takes a strong man to live through the years of waiting without some deterioration. I wish the custom of taking junior men as partners and assistants would grow on this continent. It has become a necessity, and no man in large general practice can do his work efficiently without skilled help. How incalculably better for the ~~doctors~~ Juniors; how beneficial for the patients; how helpful in every way if each one of you for the first five or ten years was associated with a senior practitioner, doing his night-work, his laboratory-work, his chores of all sorts. You would in this way escape the chilling and killing isolation of the early years, and amid congenial surroundings you could in time develop into that flower of our calling--the cultivated general practitioner. May this be the destiny of a large majority of you! Have no higher ambition than this. You cannot reach any better position in a community; the family doctor is the man behind the gun, who does our effective work. That his life is hard and exacting, that he is underpaid and overworked, that he has but little time for study and less for recreation--these are the blows that may give finer temper to his steel, and bring out the nobler elements in his character. What lot or ~~part~~ portion has the general practitioner in the student life? Not perhaps the fruitful heritage of Judah or Benjamin, but he may make of it the goodly portion of Ephraim. A man with powers of observation, well trained in the wards, and with the strong natural propensity to which I have so often referred, may live the ideal student life, and even

~~minutes~~ After the examination of a pneumonia case ten minutes will suffice to record the essentials in the daily progress. Routine and system, when once made a habit, facilitate work, and the busier you are the more time you will have to make observations ~~when finished with~~ after examining a patient. Jot a comment at the end of the notes; "clear case," "case illustrating obscurity of symptoms," "error in diagnosis," etc. The making of observations may become the exercise of a jackdaw-like trick which so many of us have of collecting articles. The study of the cases, the relation they bear to each other and to the cases in literature--here comes in the difficulty. Begin early to make a three-fold cate-

likely material. Nothing is more trying to the soldier than inaction, to mark time while the battle is raging all about him, and waiting for promotion is a serious strain under which many yield. In the office it is not so hard to keep up; there is work in the dispensaries and colleges, and the stimulus of the medical societies, but in smaller towns and in the country it takes a strong man to live through the years of waiting without some deterioration. I wish the custom of taking junior men as partners and assistants would grow on this continent. It has become a necessity, and no man in large general practice can do his work efficiently without skilled help. How immeasurably better for the doctors; how beneficial for the patients; how helpful in every way if each one of you for the first five or ten years was associated with a senior practitioner, doing his night-work, his laboratory-work, his odorous of all sorts. You would in this way escape the obliging and killing isolation of the early years, and amid congenial surroundings you could in time develop into that flower of our calling--the cultivated general practitioner. May this be the destiny of a large majority of you! Have no higher ambition than this. You cannot reach any better position in a community; the family doctor is the man behind the gun, who does the effective work. That his life is hard and exacting, that he is underpaid and overworked, that he has but little time for study and less for recreation--these are the big things that may give finer temper to his steel, and bring out the noblest elements in his character. What lot or place has the general practitioner in the student life? Not perhaps the fruitful heritage of Judah or Benjamin, but he may make of it the goodly portion of Ephraim. A man with powers of observation, well trained in the wards, and with the shrewd natural propensity to which I have no objection referred, may live the ideal student life, and even

gory--clear cases, doubtful cases, mistakes. And learn to play the game fair, no self-deception, no shrinking from the truth;-mercy and consideration for the other man, perhaps, but none for yourself, upon whom you have to keep an incessant watch. You remember Lincoln's famous mot about the impossibility of fooling all of the people all of the time. It does not hold good for the individual who can fool himself to his heart's content all of the time. If necessary be cruel, use the knife and the cautery to cure the intumescence and moral necrosis which you will feel in the posterior parietal region, where Gall and Spurzheim put the seat of self-esteem, and where

reach the higher levels of scholarship. Adams, of Banchory (a little Aberdeenshire village) was not only a good practitioner and a skilful operator, but he was an excellent naturalist. This is by no means an unusual or remarkable combination, but Adams became one of the great scholars of the profession. He had a perfect passion for the classics, and amid a very exacting practice found time to read "almost every Greek work which has come down to us from antiquity, except the Ecclesiastical writers." He translated the works of Paulus Aegineta, the works of Hippocrates and the works of Aretaeus, all of which are in the Sydenham Society's publications, monuments of the patient skill and erudition of a Scotch village doctor, an incentive to every one of us to make better use of our precious time. Given the sacred hunger and proper preliminary training, the student-practitioner requires at least three things with which to stimulate and maintain his education, a note-book, a library and a quinquennial brain dusting. I wish I had time to speak of the value of note-taking. You can do nothing as a student in practice without it. Carry a small note-book which will fit into your waistcoat pocket, and never ask a new patient a question without note-book and pencil in hand. ~~Two minutes~~ After the examination of a pneumonia case will suffice to record the essentials in the daily progress. Routine and system, when once made a habit, facilitate work, and the busier you are the more time you will have to make observations ~~when finished with~~ a patient. Jot a comment at the end of the notes; "clear case," "Case illustrating obscurity of symptoms," "error in diagnosis," etc. The making of observations may become the exercise of a jackdaw-like trick which so many of us have of collecting articles. The study of the cases, the relation they bear to each other and to the cases in literature--here comes in the difficulty. Begin early to make a three-fold cate-

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7

What we call sense or wisdom is knowledge, ready for use, made effective, and bears the same relation to knowledge itself that bread does to wheat. The full knowledge of the parts of a steam-engine and the theory of its action may be possessed by a man who could not be trusted to pull the string to its throttle. It is only by collecting data and using them that you can get sense. One of the most delightful sayings of antiquity is the remark of Heraclitus about his predecessors--that they had much knowledge, but no sense which indicates that the noble old Ephesian had

story--clear cases, doubtful cases, mistakes. And learn to play the game fair, no self-deception, no shrinking from the truth;--money and consideration for the other man, perhaps, none for yourself, upon which you have to keep an incessant watch. You remember Lincoln's famous ~~not~~ about the impossibility of fooling all of the people all of the time. It does not hold good for the individual who can fool himself to his heart's content all of the time. If necessary be cruel, use the knife and the cautery to cure the intumescence and moral necrosis which you will feel in the posterior parietal region, where Gall and Spurzheim put the seat of self-esteem, and where you will find a more alot after you have made a mistake in diagnosis. It is only by getting your cases grounded in this way that you can make any real progress in your post-collegiate education; only in this way can you gain wisdom with experience. It is a common error to think that the more a doctor sees the greater his experience and the more he knows. No one ever drew a more unlike distinction than Cowper in his oft quoted lines, which I am never tired of repeating in a medical audience.

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40

22.XI.21

mentions Adams
of Banchory in this
note — also does
in The <u>Student Life</u>
but the latter
written on "SS. Cedric"
paper as this on
"SS. Celtic"!
Curious!

Mr. Maltby
Put with the
Student Life.

41

<u>Lack of Time</u> is a plea often & lightly tendered in palliation of neglect of that life-long self education which every physician owes to himself and to his profession. There comes a period in the career of every ~~successful~~ man ~~[illegible]~~ who becomes successful in general practice when he is no longer his own master and involved in a round of duties which have become imperative there is nothing left of the daily energies to devote to serious thought. And yet in this matter everything depends on the man, and if he has grown with his growing responsibilities there is no reason why he should not arrange his day so as to have some leisure to himself. ~~It~~ ~~in~~ Absence of routine, & careless habits in work, ~~at~~ by which the precious quarters of an hour are wasted, ~~rather than lack of time~~ that ~~are~~ are the potent factors in the mental sterilization that comes ~~over~~ steals gradually over so many busy men. It is the busiest man who has the most time. and there have been country doctors who have while working night & day used the spare minutes, like Adams of Banchory, to make an ~~[illegible]~~ world-wide reputation. The secret of it must be grasped early, ~~while still~~ in the formative days when the abundance of time is the great enemy of the young man.

On board S.S. "CELTIC."

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